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ABSTRACT

The 15 papers constituting the Proceedings of the third National Paired Reading Conference are published in an annual bulletin of the Paired Reading Project, together with seven feature articles, as follows: (1) "Peer Tutored Paired Reading in a College of Further Education" (S. Booth and J. Winter); (2) "A Comparative Review of Five Paired Reading Projects at Meltham County Primary School" (D. Coldwell); (3) "Cross-Age Peer Tutoring at Deighton" (A. Bush); (4) "Paired Reading with Parents and Cross-Age Peer Tutors at Newsome High School" (J. Depledge); (5) "Paired Reading and Children with Severe Learning Difficulties" (D. Dickinson); (6) "Embedding Paired Reading in the Curriculum: Parent Tuition of Top Infants and Cross-Age Peer Tuition in the Junior Department" (S. Doyle and A. Lobl); (7) "Literacy Related Activities and Reading Tutoring Styles Occurring Spontaneously in Ethnic Minority Families" (J. Elliott); (8) "Parent, Teenage Volunteer and Age Peer Tutors in the Primary School" (P. Grundy); (9) "The Haringey Reading Project: Long Term Effects of Parent Involvement in Children's Reading" (J. Hewison); (10) "Hawarden Infants Parent Involvement Project" (J. M. Jones); (11) "A Critique of Paired Reading" (P. D. Pumfrey); (12) "The Ryedale Adult Literacy Paired Reading Project" (J. Scoble and others); (13) "Paired Reading and Direct Instruction Corrective Reading--Comparative and Joint Effectiveness" (M. Sweetlove); (14) "Paired Reading with Parent and Peer Tutors at High Bank First School--An Update" (J. Townsend); (15) "Paired Reading: The Shropshire Approach" (T. Williams); (16) "Infant/Junior Cross-Age Peer Group Tuition" (A. Low and others); (17) "Kirklees Psychological Service Paired Reading Project: Third Annual Report"; (18) "Correction Procedures in Parental Involvement in Reading Techniques" (K. Topping); (19) "Carnforth School Attitude to Reading Scale" (B. Slater); (20) "An Analysis of the Skills Involved in Reading Development Resulting from Paired Reading" (E. Lees); (21) "Peer Tutored Paired Reading: Outcome Data from Ten Projects" (K. Topping); (22) "Paired Reading Bibliography: Update." Also included are a section of reviews of books on paired reading, and a section of news on the "pause, prompt and praise" technique, cued spelling, paired reading with reception infants, equivalents of paired reading in the United States, and peer tutoring at Colne Valley High School. (JG)

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the PAIRED READING BULLETIN

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EDITORIAL

This Bulletin includes the Proceedings of the Third National Paired Reading Conference, which was held on November 8th 1986 at DABTAC in Dewsbury. In future years, we will have to refer to the Conference taking place at Dewsbury College, as the name is being changed when the college "graduates" into a tertiary college.

The Conference included a record number of workshops. Most of the workshops are reported in these pages, but some are not. Andy Miller's keynote speech drew on a variety of his many published papers, details of which will be found in the updated bibliography in this Bulletin. Likewise, Roger Morgan's practical workshop on 'How to Do It' is not further reported here. The workshops led by Peggy Bruce, Pat Bruce, Lyn Free, and Greta Jungnitz all concerned work which has previously been reported elsewhere. This also applies to the workshop hosted by Christa Rippon, Sue Ingleby and Brid Winn.

Peter Goodyear's workshop on P.R. in the Middle school with ethnic minority and disadvantaged parents is not reported here, as Peter has gone up in the world and moved to a new school in Worksop. His new duties leave him with little time for authorship, but he may be contacted at St. Anne's Primary School, Newcastle Avenue, Worksop S80 1LB. Written papers have not been received from Maggie Litchfield (who may be contacted at Area 1 Literacy Support Service, Knighton Fields Teacher's Centre, Herrick Road, Leicester LE6 2DJ) or Fiona Stewart (Frankley Urban Programme Project, The Frankley Community High School, New Street, Rubery, Rednal, Birmingham B45 OEU).

Papers based on all the other workshops can be found in the ensuing pages, and a fascinating collection they make. Ranging from the immediately practical to the abstractly academic, but with an emphasis on the former, these 15 articles indicate the enormous range of the deployment of Paired Reading.

The Feature Articles in the second section of the Bulletin cover interesting new work, explore important theoretical issues, review a range of research, and give pointers for future directions. Also included here is an updated version of the Paired Reading Bibliography, which now runs to a very large number of items indeed (121).

Roger Morgan's new book is analysed in detail in the Reviews section , together with two other relevant books. The "News" section rounds off the Bulletin contents with the usual miscellany of brief items and impending events.

Bulletin aficionados will note that the 1987 Bulletin incorporates two new departures - advertisements and illustrations. The advertisements pay for the illustrations! More advertisements for future Bulletins would be welcomed.

In the meantime, have a good read!

PEER TUTORED PAIRED READING IN A COLLEGE OF FURTHER EDUCATION

Sarah Booth and Judy Winter

Shirecliffe College (Sheffield) offers a one year Foundation Course for students with Special Needs, which seeks to offer an opportunity for development in such areas as literacy, social and coping skills, within an integrative atmosphere. In the past, literacy input on the course consisted of 'functional literacy' - dealing with sight vocabulary and form filling exercises - but it was felt that more attention could be given to the teaching of reading as fulfilling a basic need of the students concerned. There were problems however, regarding the length of the course - only one academic year in which to make progress.

Paired Reading presented itself as a possible intervention, perhaps especially suited to the nature of the students. They have usually had a long history of 'failure' in reading and with the orthodox methods that have been used to "help" them in the past. For an appreciation of the reading level of the students refer to Tables 1 and 2.

The Project

A Paired Reading project was set up involving two groups - one doing Paired Reading and the other (comparison group) involved only in functional literacy. It was assumed that students in a Paired Reading programme would do better in terms of reading accuracy and comprehension than a group of similar students not taking part in such a project. A decision was made to use peer tutors rather than parents in this instance, owing to the age of the readers (post 16) and their relationship as adolescents with their parents.

Certain tutorial partners were available who it was felt would bring a mature and sensitive attitude to the project, and who would help further the integrative atmosphere within the college which the authors would wish to nurture. The tutors were volunteers from the first year of a two Year Diploma in Social Care Course, who were trained in the technique of Paired Reading. Tutoring took place four days per week for fifteen minutes per day over a period of six weeks. Supervision of the pairs took place at intervals to check the technique and interaction and give feedback to the partners. As well as these periods of supervision, review meetings took place throughout the project to discuss any matters or problems arising.

Methods of Evaluation

A number of different methods were involved:

1. Pre and Post Test Design - Neale Analysis of Reading Ability (refer to Tables 1 and 2).

2. Tape Recordings of informal sessions including all members of the project, giving feedback about project whilst in action.

3. Non-participant observation by the supervisors.

4. Video Recordings.

5. Written structured feedback from partners at the end of project.

Findings

Tables 1 and 2 show that gains were made by both groups within the period of the project,but in neither case did the gains reach statistical significance. The original hypothesis therefore has not been proved, but the authors have grave reservations regarding the validity and reliability of this type of test in the evaluation of Paired Reading projects. In our experience there are gains which cannot be measured purely in terms of reading age scores.

The project had its successes, and they arose in part from the relationships established with Paired Reading. The reader and partner work together in an atmosphere of co-operation, a sense of control is afforded the reader and there is also an awareness of the worth of their individual contributions. The reading process is democratized perhaps for the first time in the reader's experience. This is also in line with the new opportunities for self-determination which are offered to the student upon entering further education, in contrast to the possibly more formal structure of school.

It was important to elicit the opinions of the Pairs. The feedback that we received clearly demonstrated their perception of the value of the project. A range of comments supported this:

Reading Process

"Remembering what the story was about at the end ....";
"I liked the person who was sharing reading with me ....";
"I can get through a chapter of a book ....";
"My family says I'm improving";
"I really enjoyed it, I wish it could go on a bit longer".

Such positive comments show a more confident approach to a process with which the students have struggled for many years, but which they now feel relaxed enough to talk about.

Supervision

"I didn't like you (the supervisors) coming in ....";
"We just liked having the room to ourselves";
"I just wanted J and me reading the book".

The purpose of the supervisory sessions was to show support for the Pair and monitor the technique. The above comments demonstrate that this was not how this intervention was interpreted in our project. This perhaps reflected how whole-heartedly the readers were involved in their relationships, reacting to any interruption unfavourably.

Choice of Partners

Students were asked how they would have felt if their parents had been their partners:

"I think I would have been behind the rest of them";
"I think it's been much better S helping me".

Table 1 Scores of Paired Reading Tutees on the Neale Analysis of Reading Ability

Student	Chronological Age Years & Months	Pre-Test Score Before Programme		Post-Test Score (6 weeks) After Programme		Post-Test (6 weeks) No informal input	
		Accuracy	Comprehension	Accuracy	Comprehension	Accuracy	Comprehension
A	16 yrs 6 mnths	7.5	7.1	8.9	8.11	8.8	9.3
B	16 yrs 9 mnths	7.8	6.9	7.3	7.4	7.3	7.0
C	16 yrs 7 mnths	7.11	6.9	8.9	8.5	9.0	8.2
D	17 yrs 1 mnth	7.6	6.9	8.0	7.6	7.11	6.7
E	16 yrs 8 mnths	8.2	7.1	8.6	8.10	7.11	7.10

Table 2 Scores of Comparison Group on the Neale Analysis of Reading Ability

Student	Chronological Age Years & Months	Pre-Test Score Before programme		Post-Test Score (6 weeks) After Programme		Post-Test (6 weeks) No formal input	
		Accuracy	Comprehension	Accuracy	Comprehension	Accuracy	Comprehension
F	17 yrs	10.8	9.1	12.4	10.10	11.5	9.5
G	17 yrs	10.0	10.5	12.6	11.1	11.3	11.2
H	16 yrs 8 mnths	7.1	6.8	7.9	7.4	7.11	6.9
I	16 yrs 11 mnths	8.4	8.5	8.7	8.8	8.7	8.2
J	16 yrs 7 mnths	7.9	8.2	Left	Course	Left	Course

Mean Pre-Post Gains of Paired Readers (n = 5): Accuracy 6.2 mo (σ = 6.9), Comprehension 15.8 mo (σ = 6.4).

Mean Pre-Post Gains of Comparison Group (n = 4): Accuracy 15.3 mo (σ = 10.5), Comprehension 10.0 mo (σ = 6.7).

Paired Readers improved most in Reading Comprehension, 'Functional Literacy Curriculum' Comparison Group most in Reading Accuracy.

Both groups showed regression at short-term follow-up, but the Comparison Group showed substantially more regression in Reading Accuracy than the Paired Reading group, and somewhat more in Reading Comprehension.

The suggestion put to the reader by us, that it might be possible to ask parents for help in the future, was greeted with little enthusiasm.

Peer Tutor Involvement

"It's all too easy to assume that just because you can read reasonably well, that everyone else can";
"I enjoyed being with her";
"At first I thought I was going to fail them .... and then (that) didn't matter";
"I was afraid at first, that T would feel I was above her because I was 'teaching' her and I was only the same age, but that's not come into it at all."

The enthusiasm of the partners as they involved themselves in the reading process rubbed off on the readers, allowing them to feel more relaxed; they were being supported and encouraged by partners using an "error-free" method.

Conclusion

Whilst the reading test results do not confirm the initial hypothesis that Paired Readers would do better in reading than other students, the social gains have to be considered equally important. A low level of literacy may often show itself in low levels of academic motivation, although the direction of causation is of course debatable. At the age of 16 these students had long histories of failure and unsuccessful intervention. The Paired Reading project seems to have started to liberate these students, not only in terms of their perceptions of themselves as readers but also in terms of improving their self-confidence. Whether one actually needs the Paired Reading method cannot be assessed, as given any one-to-one tutoring they may have made similar gains. Nevertheless, the Paired Reading method offers an easy focus for the reading work and allows for some consistency within the partnerships.

As a result of the success of this type of intervention for this age group it is to be continued as a method in this college, where it will be used to complement Direct Instruction. Thus a highly structured reading programme will be directly channelled into encouraging students to explore books and read for pleasure. The authors feel they would wish to encourage and nurture Paired Reading as a method to be used with peer tutors in Colleges of Further Education, and would welcome any enquiries from other persons interested in this area.

Sarah Booth and Judy Winter may be contacted at Shirecliffe College of FE, Shirecliffe Road, Sheffield 5, South Yorkshire, tel. 0742 768301 ext 241.

A COMPARATIVE REVIEW OF FIVE PAIRED READING PROJECTS AT MELTHAM COUNTY PRIMARY SCHOOL

Dorothy C. Coldwell

GENERAL BACKGROUND OF THE SCHOOL

Meltham County Primary School is situated on the edge of Meltham, a Pennine village about six miles from Huddersfield. The school is in a rural setting with an open aspect of moors and farmland. The spacious grounds include a natural spring and pond, a wild area, gardens and large playing field. The school is of a semi-open plan design with eight class areas, one used for the nursery. The physical layout of the building has divided the school into an Infant section (2 Classes) and a Junior section (3 Classes).

It has a stimulating and lively atmosphere, and is a happy school. The staffing at present is six full-time teachers, a non-teaching Head and one part-time teacher. The majority of the children come from two large council estates, the remaining children coming from a variety of private housing. A large percentage of the children are from single parent or problem families who have been rehoused in the area, and a lot of the parents are not in any form of employment. Of the 150 pupils on roll a third of them receive free school meals. A large percentage of the pupils appear to be of low to average ability, and local parental expectations tend not to be very high. However, we also have parents who are very keen to help their children and work very hard for the school.

THE FIRST P.R. PROJECT

During the Summer 1984 term, as a temporary teacher I inadvertently became partly involved in an individual example of P.R. Our school Educational Psychologist suggested that a pupil with specific learning difficulties should embark on P.R. I joined her on the home visits and discussed progress with both the psychologist and the child's mother. The overall result seemed to be one of an improved attitude to reading and school work in general. Thus I became interested in running a project myself.

In September 1984 an intake of mixed second and third year Juniors had a high proportion of children below average both in numeracy and literacy - approximately half of the class. The group were working on appropriate material from pre-reading schemes, Crown reading scheme and back up material, phonic work, Link-up books and sheets. This included home-based work - each child had a book indicating areas where help could be given by parents - but these were usually returned unused. Motivation was nil, and the children's application to all school work was quite appalling. The allocated time for 'Extra Help' was desperately inadequate for their needs - only three half hour sessions per week - and these sessions were sometimes cancelled. Behavioural problems were manifesting themselves to a greater degree, the class teacher was ready for a nervous breakdown, and all were anxious to find more ways to help these children.

It was then I mentioned the possibility of introducing Paired Reading. We decided to embark upon it in October 1984 with six children with whom I had already established a relationship. After school we planned all the details and dates for the first P.R. Project at Meltham County Primary School.

A.	Programme	A project of 8 weeks duration, commencing with initial meeting on October 4th and concluding with feed-back meeting November 30th.
B.	Target group of children and parents	My present 'remedial' group - withdrawn for three sessions of a ½-hour each week from their class to work on structured remedial programmes, with support from Reading and Language Centre. Advantages - Small in size, easy to liaise with class teacher and monitor both in 'withdrawal' situation and class situation.
C.	Books	A box of 60 books supplied by Childrens' Library Services, ranging from first books to those of seven year old interest level. They were kept in the quiet area, where the group and I worked for our three sessions. The books were changed only three times each week but they could choose 3 or 4 books.
D.	Testing and paperwork	The Primary Reading Test level 1 was administered to the group. Relevant questionnaires completed. (It all takes time, and it needs allocating!!)
E.	Letter home to parents	Vitally important! Needs to be carefully phrased to sound inviting, informal and personal (handwritten then copied, with acceptance slip to be returned). Sent two weeks before meeting, and further 'reminder' on day before - to, hopefully, ensure a 100% response from the parents. This stage of the project is the most anxious and nerve racking - will the parents come? You can organise an excellent programme and get everything right...but will they come!?
F.	The first training meeting	Held at 6.30 pm in the staff-room. Full contingency of parents - thank goodness! First hurdle over. Video clips of 'how not to' and relevant demonstrations of 'how to do it'. A very pleasant informal start to our project. The meeting lasted 1½ hours, including the tutoring session and refreshments. Three members of staff and the Head were present.
G.	Follow-up	Home visits - it is vital that contact is established as soon as possible after training meeting (towards end of first week), either at school or home. The visits, although informal and relaxed, proved absolutely essential to the success of this project. Some of the groups had not even started after one week, in fact, I only felt happy about two of the families. On the whole, the eight weeks were pretty gruelling, and involved five home visits to each family. For five of the participants these links were worthwhile.

H.	Record sheet (diaries)	A daily record was kept by parents, with comments and details of reading sessions. Sheets were kept in a folder. They came to me each Friday for my comments. The diary provides a very useful guide to the teacher about the degree of commitment, attitude and response of the families. It also gives us an opportunity to stimulate a sense of achievement in each child, praise them and forge another link with the parents. The positive aspects need to be stressed by parents and teacher.
I.	Retesting and paperwork	The Primary Reading Test re-administered, and questionnaires completed by children and parents.
J.	Final meeting	Very successful! Although for many families the project seemed to be very difficult to maintain, five of the six families attended. Their contrbution to the meeting was quite considerable, with some impressive comments, a united feeling of achievement and hopes for the future.
K.	Evaluation and assessment	From Children - much improved attitudes towards reading, remedial work, and class work. Increased confidence. Improved self-image reflected in better behaviour. From Parents - Communications through diaries, meetings and interviews revealed their degree of commitment and support. They gained a sense of achievement and an opportunity to express their support for their child and school. From this group of parents, one mother became involved in a school baking club session and hearing children read every week and one father joined us on a weekend camp, and spent every Friday afternoon with groups of children on craft activities. From Class Teacher - The class teacher was able to observe and record any changes in the children's reading progress and attitudes within the classroom. We discussed the developments. Myself - Judgements were based on the above information, the test results and longer-term developments which occur as the children pass through the Primary school. The signs were all favourable.

I felt that the whole experience had been worthwhile for all the participants had laid plans for the next project!!

A profile of Group 1 children (Paired Reading Oct. 1984)

Test results based on Primary Reading Test L.1.(Dr. N. France)

Duration of project - 8 weeks

Ruth 8 yrs. 3 mths. R.A. -6 (Oct.) R.A. -6 (Nov.)	Previously reported as being very slow. A very mature, articulate child but extremely self-conscious about her problems. One parent family - an only child. Project did not really go well - difficult to assess the problems. (Referred 1985. I.Q. 120)
Wayne 8 yrs. 7 mths. R.A. -6 R.A. -6	Youngest child in family of three. Behaviour disruptive and appeared very dull. No motivation. Project went very well - excellent response from family and great 'progress'. (Referred 1985. I.Q. 70)
David 8 yrs. 8 mths. R.A. 6¼ R.A. 7	Speech problems, written work poor, progress very slow. Little motivation in group work. Excellent participation in project. No problems. Both parents very involved.
Gary 8 yrs. 4 mths. R.A. -6 R.A. 6¼	Speech poor. Very keen worker but written work very poor, lacked confidence. Youngest of three - mum felt he was a failure compared to others. A very erratic project for him for various reasons, but good results.
Matthew 8 yrs. 5 mths. R.A. -6 R.A. 6¼	Eldest of three. Many problems. No motivation, rejected by all peers, peevish. Very erratic project again! But many improvements evident.
Steven 8 yrs. 2 mths. R.A. -6 R.A. -6	Many social problems. Truancy. Very frightened of step-father. Mother pregnant at onset of project. Very poor participation in project. Incomplete, as mother went into hospital, Steven stayed at friends.

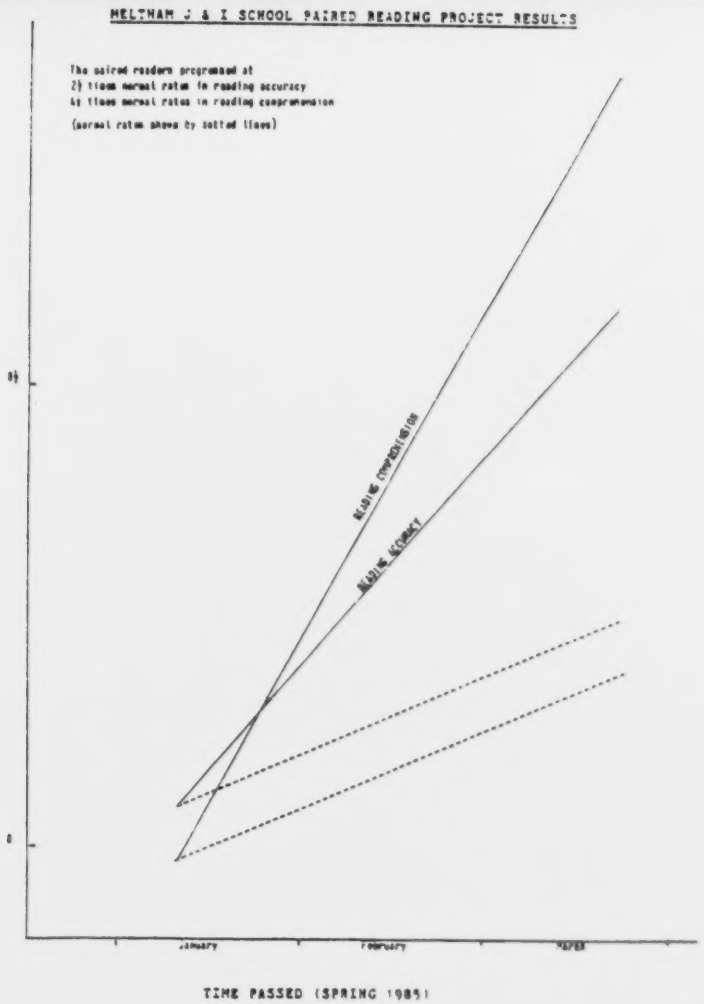
THE SECOND PAIRED READING PROJECT

This next project was quite different in many ways. We chose 14 children as our target group: five J.1s who had remedial help, seven J.2s who were selected for individual needs, and two J.4s who were very poor readers.

A. Programme of events — Initial meeting held mid-January, ten week project concluding with meeting mid-April.

B.	Target children	Group of 14 drawn from three classes. Very mixed ability and needs. Age range 7-10 years.
C.	Books	Some on loan, but the shortage of books certainly presented a problem, and the need for such a wide range of interest level was also a problem. However daily change was possible.
D.	Testing/ paperwork	Neale's Analysis Test Form A for accuracy and comprehension. Questionnaires completed.
E.	Letter	Written in similar form, but because of the different nature of the target children the letter needed to have different emphasis regarding the benefits of the project.
F.	Initial training meeting	A very good meeting - all families attended (some both parents). Only one parent showed anxiety about "why should her son be involved?". Video demonstrations were used again but a mother and child who were involved in our first project also demonstrated for us. A good atmosphere, and all the families wanted to embark on the project.
G.	Follow-up	Based on home visits - about five to each family over the ten week period. The first visit is very important - it establishes techniques and commitment (hopefully). Next visit and frequency of visits planned according to the response on the first visit.
H.	Home record	Sheets kept in a folder and checked weekly.
I.	Retesting	Neale's Analysis and questionnaires completed by parent and children.
J.	Final meeting	Again, lots of constructive comments from parents, and contributions from the children.
K.	Evaluation and assessment	From Children: increase of commitment towards reading. Improvements in reading standard and attitude in class work.
		From Parents: Similar to 1st project, but even stronger feelings about their desire to continue helping their child.

The comments from children and parents at the end of the project showed their desire to go on further with this commitment to book borrowing, reading and enjoyment. We all felt to be on the threshold of something - not at its conclusion! So, the school Book Club was formed. There was no project running during the Summer term, but we met weekly after school to change books. I produced a simplified diary for them to keep. We also had a savings scheme; they could buy orange and biscuits for 5p, and we had small prizes to encourage their commitment to reading. This all helped to reinforce the prestige and status attached to being a Paired Reader!


MELTHAM J & I SCHOOL PAIRED READING PROJECT RESULTS
The paired readers programmed at
2½ times normal rates in reading accuracy
4½ times normal rates in reading comprehension
(normal rates shown by dotted lines)
TIME PASSED (SPRING 1985)

At this stage in the developments, long term planning was needed for the projects to succeed - to secure the loan of books, to prepare parents, to stimulate the interest of future participants.....yet my employment position was still that of a <u>temporary</u> part-time teacher. Then at last my post was made permanent, so I would stay for at least 12 months! Because of my status (or rather lack of status) I had not attempted to win over, convert or gain personal commitment from the staff as a whole. "Paired Reading" however was generally regarded as something related to failed or poor readers, and I think this association caused many problems. It caused misunderstandings between teachers and anxieties for some parents. Also I felt that simply relating P.R. to poor readers was a pity. It was a good idea - versatile and adaptable - so why keep it for underchievers? If "Paired Reading" could help to develop qualities such as determination to succeed, a sense of responsibility and enthusiasm, it could be used to involve many children. Having seen the benefits to be gained, according to the needs of each child, the ideal situation seemed to be that of offering the opportunity to be included in a Paired Reading group to every J.I. child.

THE THIRD P.R. PROJECT

I discussed this idea of inviting all our Junior 1 children to take part in a project in either the Autumn or Spring terms with their teacher. He was agreeable, so in September 1985 phase 3 was under way.

Programme of Events

The project was to start as usual with the initial training meeting, with liaison through home visits, lasting for eight weeks, and feedback meeting as a conclusion.

Target group of children

The class was made up of 28 children, so 14 of them were chosen to participate in the project. Unfortunately, the offer was taken up by only 11 families.

Books

Childrens' Library Services were very helpful, and I was able to select 150 books from their shelves. My concern was to provide the group of prospective 'paired readers' with many attractive, exciting, yet readable books. There were lots of familiar ones - Paddington Bear, Meg and Mog, Gumdrop, Dr Seuss, Edward the Blue Engine and many first reading books. These books certainly stimulated their interest in reading - a very important factor. Books were displayed in a spare classroom and changed three times each week.

Testing and Paperwork

No testing this time. The project was to be low profile, for various reasons.

Letter home

I had written to the parents of all the J.1. children in July, describing the Paired Reading projects and the intention of involving all the children in a project. (This lessens any potential anxieties for the parents about their child's inclusion).

Initial training meeting

I brought the children down to take part in the meeting. Unfortunately, a few children were without parents as they hadn't come, but the response generally was very good. The atmosphere was quite relaxed and pleasant. We saw the video, discussed the technique, then I served coffee, tutored the parent and their child and arranged dates for home visits. They were all happy to be involved and it seemed to be a good start. It was very hectic however, as I was alone, apart from our N.T.A. who dealt with the video recorder. I did not have time to really ensure that the paired reading technique was grasped correctly and was relying upon the next contact - the home visit - to establish the routine and technique.

Two parents who could not attend the meeting visited the school on different occasions that week, and were started on the programme. Everything seemed to be on course.

However, during that month (September 1985) Union action meant that all extra-curricular activities were affected. I had to cancel the planned home visits and rethink the follow-up links. The situation in our school was particularly unpleasant as many parents actively demonstrated, along with the press, television cameras and politicians. In fact, a parents 'sit-in' ensued, and prevailed during every lunch break for a long time.

Follow-up Strategy

I refer to these unpleasant happenings simply to heighten the positive impact brought about by the Paired Reading. The children continued to be enthusiastic and committed in their book changing, reading, bringing in diaries and involvement in the scheme. Parents attended regular, informal meetings held in school during the afternoon, and were very pleased with progress, considered from various aspects - their children wanted to read to them, they read the newspaper, joined the library, and showed extra interest and motivation in school work. The parents contributed to the meetings a great deal of sensible, thoughtful ideas, and not once did any hint of the confrontation that existed outside the project intrude into the eight weeks' intention. One family did not manage to stay on the course, but the rest responded throughout with impressive dedication. Quite a contrast to other parental responses which were evident in school.

Diaries

The interchanges within these home record sheets were even more important in this project - our main link. I wrote a letter home half way through the course to keep up the momentum, and comments in the diaries were positive and encouraging - for all of us. We all reacted together to create a mood of enthusiasm and optimism - the child, the teacher and the parent. The whole of the project was conducted in school time, since my "part-time" capacity allowed me to stay on for extra hours.

Final Meeting

Attended by myself and 10 parents. The sense of achievement was very obvious, from parents and children. They had enjoyed it, and parents saw for themselves themselves the benefits gained by the child not only in reading skills, but in the whole approach to reading as a source of pleasure.

Evaluation and Assessment

From children: very keen to read, more settled in class work, wanted to join Book Club and go on borrowing books.

Parents: had worked very hard in their support, and now they joined the rota for helping at Book Club and gained satisfaction from helping their child.

Class teacher: little response.

Former 'paired readers' continued to attend the weekly Book Club. Other children were asking if they could be included in the next project! Some children wanted to join in again. (This was marvellous!) And it also helped their written work and reading - it all seemed too good to be true.

THE FOURTH P.R. PROJECT

Programme of Events

Training meeting held mid-January, eight week programme, feedback meeting Monday 20 March.

Target group of children

A mixture of 10 J.1s (rest of class), plus 6 J.2s who requested to do it and 5 J.3s who I felt would benefit or had asked to take part in the scheme. They were all very keen - in fact, one child who I had not included turned up at a meeting with his mum! It looked like being a very eventful project - with both familiar and new 'faces'.

Books

I selected 200 books to cover the range of reading and interest levels. Books changed daily, kept on trolley in junior department.

Testing

Neale's Analysis, accuracy and comprehension. Questionnaires completed.

First meeting

I was teaching full-time at this point, and the project had to be based in school-time, so it was difficult to liaise with parents. However, there was an excellent response to the meeting, and we arranged to meet fortnightly on informal basis.

Diaries

The home record sheets were produced in booklets and were filled with constructive comments and praise from parents and 'stars' and exclamations at such achievement from me. The children were very diligent and even where parents did not retain initial commitment, the children did! (They would fill in their own diary).

Final meeting

Good attendance by parents and contribution made by all. Expressed their satisfaction with improvements observed, and intention of continuing to assist child with reading practice.

Evaluation and Assessment

From children: Better motivation in reading and increased commitment towards all aspects of the curriculum. Many became Book Club members.

From parents: Grateful for the P.R. project, pleased by results and enjoyed the experience.

From testing: The group as a whole gained at 2.7 times normal rates in reading accuracy and 4.8 times normal rates in reading comprehension.

Besides presenting each child with a badge at the follow-up meeting, the parents were invited to the school assembly next morning, when, before all the children of the school, we presented again the Paired Reading Certificates of merit. The amount of pleasure and pride which this occasion aroused in the families made it all very worthwhile. There was no project planned for the Summer term, but the Book Club continued to thrive and children were already requesting to be included in the next group.

THE FIFTH P.R. PROJECT

Ten children were invited from the first year junior class to take part, and seven families accepted. So seven children completed a 10 week project, and all went very well. The conditions were ideal - I met the children each day for half an hour, the books were based in the spare junior room, and the children felt free to talk about their books and then continue with our group work.

The letter home to invite the parents to initial training meeting was followed routinely by a second letter midway throught project, as a note of encouragement. A third letter constituted a positive summing up of the programme, with an invitation to the feedback meeting and presentation on the following morning assembly.

I prefer the training meeting to be in the evening between 6 - 7 pm, in an informal atmosphere, with help from colleagues if possible. An attractive room with lots of books around, refreshments, and no rush!

A calendar of dates for follow-up meetings is arranged at the tutoring session in the meeting. An ideal is weekly meetings at alternate venues - home and school. The visits of parents to school takes the form of a work-shop - families change books together, paired read for a time, work on an activity sheet or worksheet, talk and play a game. It works well and also assists the teacher!

Results from the fifth project were as impressive as ever. The Paired Readers gained at 3.3 times normal rates in reading accuracy, and 3.8 times normal rates in reading comprehension.

CONCLUSION

A continual process of reviewing and refining proceedings and arrangements is necessary according to changes in needs and circumstances. The Paired Reading Scheme has proved itself to me to be versatile, durable and enjoyable. It creates a self-perpetuating effect - each project building on the achieve-ments of the last one. Above all, you are assured of a constant source of encouragement from the children!

It does work! It's a programme of reading which can easily be adapted to any child, in any situation, from any background, and if the programme is completed will always bring beneficial results. And there is the crunch - I used to think you could win them all, but sometimes the odds are stacked very much against you.

We are looking now at a way of coupling the professional expertise of the teacher, in a very structured but very sensitive way, with that of parents. If your programme is carefully organised to ensure a good 'kick off' for the resistant starters, to cheer on and encourage the potential 'drop outs', then if it over-stimulates the stalwarts, you should not be disappointed.

We are not merely talking about moving up a child three or four notches on a reading scale. We are not talking about paying lip-service to parents being allowed their share of the educational arena. We are talking about a genuine conviction that parental support and co-operation is worth nurturing and that it can be cultivated by us. If we can make some small move into promoting self-discipline, self-motivation and self-commitment, through the family's own self-help, then surely that must be a worthwhile move.

CROSS-AGE PEER TUTORING AT DEIGHTON

Avril Bush

Deighton's cross-age peer tutoring system of paired reading began out of a concern for 1st year children who had not taken part in the tenth phase of P.R.I.N.T. (Paired Reading Involving Non Teachers) in September 1985. All children, regardless of ability, are invited to take part in P.R.I.N.T. on entry from infant school in the September of each year, with about a 50% take-up. Some of the remainder are helped by 'donor' parents within school time, which still leaves a number of children who only do PRINT in school with class teachers or Special Needs staff. The special sort of relationship which parent/child or donor/child build up does not exist to the same extent between child/teacher, and since it had been suggested in earlier articles by this author (Bush 1983, 1985) that this relationship is an important element in P.R.I.N.T.'s success, it was wondered how this relationship could be reproduced within school.

It had been noticed in earlier phases of P.R.I.N.T. that some children had achieved a measure of success in paired reading with their younger brothers and sisters. These child/child pairs did not, it was found, improve to the same extent as parent/child pairings but the measure of success was sufficient to suggest that tutors within the older school population would be viable. Other literature supported such an approach (Free et al., 1985; Cawood and Lee, 1985; Crombie and Low, 1986) and so a small pilot experiment was commenced. Children in the 3rd and 4th year were asked if they would like to act as tutors for younger children who were experiencing difficulty with reading - and the response was overwhelming.

The problem of pairing tutor and tutee has been referred to by others. Some projects suggest random choice (Crombie & Low 1986), others maintain some control (Townsend, 1986; Free et al., 1985; Cawood & Lee, 1985; Bruce, 1986). We favoured some control; special needs staff discussed with class teachers and the P.R.I.N.T. librarian (a member of the Special Needs Staff) the most suitable pairings in order to ensure some chance of compatibility. The criteria for the tutors were: 1. A sympathetic nature, 2. A reasonable level of reading ability (five of the seven tutors were ex-special needs department children) and 3. An interest in books, shown by frequent library visits.

Six third year and one fourth year child were chosen as tutors. Five first year children and two second year children who were causing concern by their poor reading attainment or attitude to reading were chosen as tutees. Tutors and tutees were all given parental permission to take part.

TESTING

The difficulty of evaluating paired reading improvement over the short periods of time involved had resulted in the abandonment of Neale testing pre and post PRINT in favour of the yearly Daniels & Diack Test 12 used throughout the school. For this project, it was decided also to use the Primary Reading Test and the McMillan Reading Analysis in order to provide further data, and to evaluate the tests themselves. Using these tests would hopefully show some personal improvement. Setting up a controlled experiment proved impossible, since of the 44 children in the tutors' year group, 26 had already done PRINT with parents, 6 were new children and 7 were high flyers (e.g. over 1 year ahead of chronological age on entry to school). Only 5 were special needs children who had not done P.R.I.N.T. An unbiased control group could not be found amongst these.

TRAINING

The seven tutors met with Special Needs Staff and were given instructions in paired reading (5 had done P.R.I.N.T. with their own parents, two had not, and all had done P.R.I.N.T. with school staff). Building up a relationship with their reader was stressed and six of the seven pairings were very successful on a social and emotional level, as can be seen from the case studies at the end of this article. The seventh pair were rather indifferent towards each other.

CONTACT

The reading took place every day for six weeks during the last quarter of an hour before lunch. The library was used for the sessions and two Special Needs Staff supervised. Notebooks were kept by the tutees and both were encouraged to record books read and make comments about what and how they had read, with the emphasis on positive comments. Staff read these notes each day and made a constructive written comment every Friday when the notebooks were handed in. During each session children could change their books or continue an unfinished book. As with P.R.I.N.T. parents, tutors were reminded not to put any pressure on children to finish books they were not enjoying. Unlike parent reading, the tutors were able to take an active part in the choice of book once they got to know what their tutee liked. Some tutors would come in during lunch-time to search for other books in a series their tutee enjoyed. Sometimes the time devoted to reading was short after a book had been chosen, and the children were encouraged to use the library at P.R.I.N.T. time (a lunchtime session every day), after school or in class library periods to ensure that they had a book ready. However, choosing together was an important part of some relationships.

RECORDS

From a number of points of view, it was valuable to keep the notebooks:

1. Children kept a record of what they read and were pleased by the number of books they were reading.
2. Tutors encouraged their readers through the pages of the notebook with more enthusiasm than in their verbal encouragement.
3. Staff were able to encourage all children on a daily and weekly basis through the comments in the notebooks.
4. Tutors helped tutees to verbalise their thoughts about a book or about paired reading by writing in the notebooks for them.

Some examples of comments will illustrate these points:-

"Bhupinder enjoys Gazelle books very much"

"I really enjoy reading with Keith"

"I think Bhupinder reads very well"

"Quite a hard book but managing well"

"I like the way Kelly is learning harder words"

"Kimberley is a very good reader and I have had a very good time reading with her"

"I have thought I have learned a lot and I would like to do it again"

"It was a very good pleasure to read with Dave"

5. Comments also alerted staff to problems which require help from staff and clarification of correct procedure:-

   "Dave is doing very well but he needs to keep up"

   "Emma reades (sic) quiet I can hardly here (sic) her"

6. Tutors were also quite perceptive, e.g. here a common type of carelessness is noted: "She is getting little words wrong again but is reading well".

RESULTS

Small sample testing is always difficult to evaluate and freak scores also complicated the evaluation. The two tests are testing different kinds of reading so it was hardly surprising that the McMillan reading age scores were, on average, 6 months above those on the Primary Reading Test. However, as Topping (1986) points out, the authors of the N.M.R.A. specifically dissuade readers from making comparisons. Details are provided in Table 1.

Tutees

Two of the tutees made no improvement in any of their test scores, indeed, because of the increase in chronological age, their standard age scores went down on the P.R.T. However, they apparently scored 6 years 11 months on comprehension on the N.M.R.A. having achieved N/S on the accuracy scale. A number of children tested by Whiteley (1986) also showed a higher comprehension age than reading age, probably due to the open-ended nature of the early comprehension questions. This bottom end unreliability suggests that the test is not useful for testing the lower ranges of PRINT children. Previous research has shown that Comprehension scores on Neale usually improve with paired reading more than do accuracy scores. However, comprehension showed no improvement at all in five tutees on the N.M.R.A. Accuracy improved by just over one month. The average improvement on the PRT was three months though four children made no apparent improvement at all.

Tutors

On the N.M.R.A. the tutors made an average reading accuracy gain of 3 months and one of 7 months for comprehension over the 6 week period. Gains on the Primary Reading Test were, on average, 2 months. This average was brought down by one bizarre result dropping from 13y 3 m. to 11y 6 m. Whilst being wary of using the N.M.R.A. again at the lower end of reading ability, it would seem useful in the middle ranges. The P.R.T. is easy to administer and mark but produced no improvement or minus scores in half of the children tested. These results show none of the spectacular gains seen on the Neale test. However, individual children had considerable personal success.

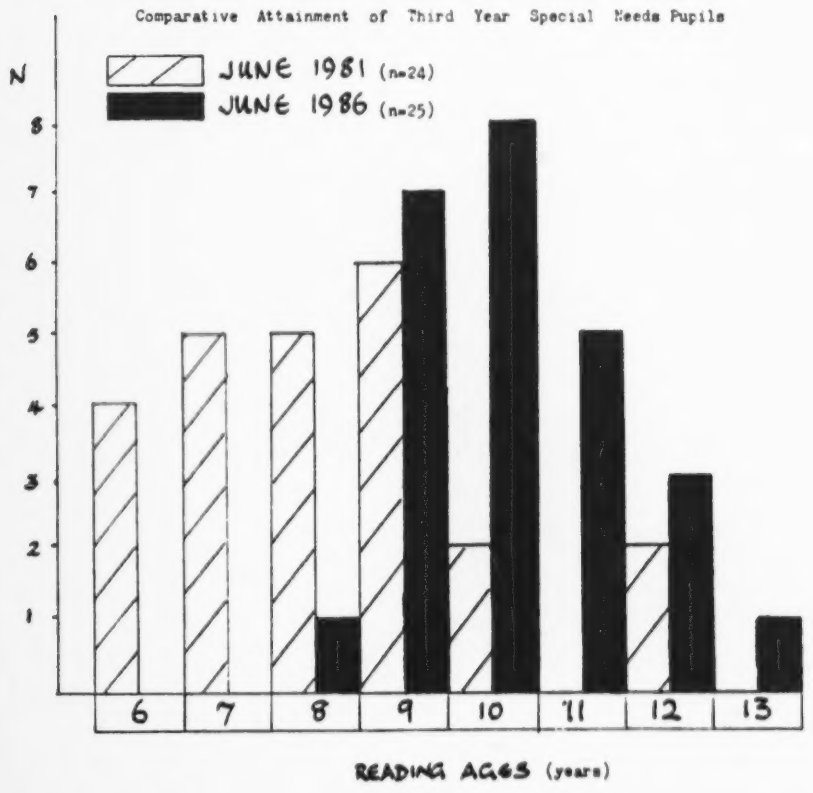
SOME CONSIDERATIONS RELEVANT TO THE TUTORS' SUCCESS

If the tutors did not read during the course of cross-age tutoring any books which were not within their capabilities, then why might their reading standards improve? Each tutor was given the responsibility for helping a weaker reader. They were able to establish control over their tutee's learning and conclude that the tueee's success was a consequence of their actions. Each tutor was praised for the care and attention they were giving. Improved self-confidence was not a measurable variable in Phase Eleven, but it was nevertheless observable in all the tutors. Psycholinguistically speaking, the tutor is having to read ahead and make decisions, so speeding up the flow of syntactic and semantic information. Smith (1985) claimed that the

Table 1 PRINT PHASE ELEVEN APRIL - JUNE 1986

		PRIMARY READING TEST						MACMILLAN			
		PRE-PRINT			POST-PRINT			PRE		POST	
TUTORS	DATE OF BIRTH	AGE AT 21.4.86	R.A. y/m	STANDARD AGE SCORE	AGE AT 27.6.86	R.A. y/m	STANDARD AGE SCORE	R.A.	C.A.	R.A.	C.A.
DAVID	12.11.75	10.4	10.6	101	10.7	10.3	99	10.8	10.9	11.1	11.4
ANGEA	2.4.76	10.0	9.9	99	10.2	10.0	101	10.0	10.3	10.6	11.6
MARK	13.1.76	10.3	10.0	97	10.5	11.0	103	10.8	10.7	10.11	10.9
MORRIS	16.1.76	10.3	8.0	78	10.5	9.0	87	8.9	9.0	9.0	9.4
KATHRYN	8.9.75	10.7	9.9	95	10.9	9.3	87	11.0	10.7	11.1	10.11
KELLY D	2.5.76	9.11	10.3	103	10.1	11.0	108	11.1	9.9	11.1	10.9
BEVERLEY	26.4.75	11.0	>13.3	120	11.2	11.6	103	11.6	10.11	11.6	11.8
TUTEES											
CRAIG	14.9.77	8.7	8.9	102	8.9	9.6	105	9.0	8.2	9.5	8.2
KIMBERLEY	20.11.77	8.5	7.9	91	8.7	7.9	91	8.3	8.2	8.10	9.0
EMMA	26.9.77	Started late after child dropped out			8.9	6.6	75	-	-	7.10	7.10
DAVE	2.3.77	9.1	<6.0	66	9.3	<6.0	55	N/S	6.11	N/S	6.11
KELLY G	21.11.77	8.5	6.1	78	8.7	7.3	87	7.1	7.5	7.4	7.5
KEITH	24.1.77	9.2	<6.0	63	9.5	<6.0	55	N/S	6.11	N/S	6.11
BHUPINDER	23.12.77	8.4	7.0	85	8.6	7.0	85	7.4	7.1	7.7	7.1

Figure 1 : DANIELS & DIACK TEST 12 RESULTS



tutor is developing an attitude towards the print which encourages him to look ahead and use all the resources of language at his disposal. He/she must concentrate on the meaning of the passage if they are to question the tutee. The habit carries over to their own reading experiences.

As had been found by other tutoring systems, the tutors improved to a greater extent than did the tutees (Townsend, 1986, Winter & Low 1984). This must surely have implications for the present tutees. Would they improve more if they themselves became tutors? This is something which might be worth investigation.

FURTHER DEVELOPMENTS

A peer-tutoring system has been set up within a second and third year vertically-grouped class where an equal number of special needs and class-based children exists (see Appendix 1). A class of 3rd year children have also been paired for the same purposes (see Appendix 2). This will hopefully last for the rest of the year and should provide interesting data. Obviously, as the majority of children have taken part in PRINT in past years, setting up controls will be difficult. Comparison could be made with previous second and third year children on the Daniels & Diack Test 12. Another phase of cross-age tutoring will be set up in the Spring term of 1987 as a result of frequent requests from children.

LONG TERM EFFECTS

Figure 1 shows Daniels & Diack Test 12 results. The hatched columns show the reading ages of 24 children in the 3rd year at Deighton in June 1981 who had attended the newly set up Special Needs Department since June 1979 (their entry year was 1978). In January 1982, 7 of these children took part in the 1st phase of PRINT. The blocked in columns show some of the school's present 4th year at the end of their 3rd year in June 1986. All these children have attended the Special Needs Department although, as will be appreciated, many have now left owing to improved reading attainment. One factor which can account for such improved scores has been the advent of paired reading schemes at Deighton, and the far greater awareness on the part of the staff of the contribution which can be made towards greater achievement in reading by a policy which involves the home and school in a partnership of learning.

CASE STUDIES

David & Craig

Craig was a reluctant tutee. "I can read" he frequently muttered. He was a reasonably accurate reader but he was an extremely reluctant one, never keen to read and one who aggressively read in a boring monotone as if determined not to enjoy a good story. His comprehension was suspect. David was wary of this aggression and these two were the only pair not to develop a close relationship. He was encouraged to discuss the story line with Craig. Craig's attitude to books has definitely improved and he now asks to read in lessons. Both children wrote of their enjoyment of PRINT and kept a good notebook commenting about content and their feelings towards a book.

Angea & Kimberley

These two girls did not waste a moment of their fifteen minutes. They developed a close understanding and a copybook version of simultaneous

reading. Angea noted that Kimberley made lots of mistakes with little words, and this carelessness had been noted by staff and was a significant factor in choosing her as a participant. Angea's mother had done PRINT with all her four children and Angea developed her mother's gentle care in her relationship with Kimberley. Both made significant gains on the tests.

Mark & Emma

Emma has four elder brothers, one of whom took part in Phase 1 of P.R.I.N.T. He had improved by 2½ years on his Neale comprehension score. Emma had done P.R.I.N.T. but in a very half-hearted way, and Mother is now working full time with difficult hours. Emma had many more problems and resembled her eldest brother (who attended the Remedial Centre) and another brother (who attended special school). Emma was not tested pre-P.R.I.N.T. since she took the place of a boy who left. Emma enjoyed reading with Mark and has become enthusiastic about reading in class. Mark hoped "we could go on doing P.R.I.N.T. all the time". His results showed marked improvement.

Morris & Dave

Dave is receiving help from the Educational Psychologists owing to lack of progress. Although he had never been allowed to fail with a school reading book, he was becoming increasingly frustrated by the fact that he was not reading the same books as his peers. His Mother had attended Red Room lessons on a desultory basis and had been shown how to do PRINT. She had her own reading difficulties and in a very sheltered one-parent family situation, Dave had no-one else to read to. Morris was still a Red Room pupil but his reading was sufficiently ahead of Dave's to make them a viable pair. Morris was our first choice of tutor - a really caring child. Unfortunately, Dave made no gains on his test results. However, he did react very positively to the opportunity to read and greeted any question about whether he had enjoyed reading with Morris with a very enthusiastic "Yeah!" Dave has renewed his somewhat flagging enthusiasm for books and clamours to be heard reading his Fuzzbuzz stories. Morris made very pleasing test result gains.

Kathryn & Kelly

Kelly had been a poor attender but she loved the PRINT sessions and said it was "the best part of the day". She was still often away, however, and Kathryn was quite upset by this, writing in her notebook "Kelly is away again and I wish she would come back and read with me". Kathryn was a very sympathetic and endlessly patient tutor and had done PRINT well with her Mother. She would ask Kelly to predict the story line and Kelly has remained enthusiastic about reading.

Kelly & Keith

After two weeks, Keith would accept no substitute for Kelly. Other pairs would read with a standby if their tutor was absent, but not Keith. He began, as he does with everything, with great reluctance and solemn stubbornness but became inseparable from Kelly. She was surprised by Keith's inabilities (he is due for transfer to special school), but never let him see this. She was the only tutor who had to read simultaneously all the time (which can be very tiring), but she never gave up. Whilst his reading grades did not improve, all involved with Keith (including his mother who worked with him in the Department) noticed a less morose child, who now entered the Red Room with a smile of greeting. He was also less naughty at home. Kelly's results were especially pleasing.

Beverley & Bhupinder

Bhupinder had considerable difficulties with reading, exacerbated by a very lazy attitude. He had done P.R.I.N.T. at home but was allowed not to do it if he couldn't be bothered. It was thought that the tutoring system would capture him daily. Beverley, with the highest reading age of the tutors, was a gentle quiet child. Initially, Bhupinder did not bother to try any unknown words but the 5 second rule was evoked and he quickly complied and overcame his reluctance to 'bother' to repeat a given word. Not all this reluctance was due to laziness - Bhupinder did lack confidence and mumbled when he suspected himself to be in error. Six months later, Bhupinder is probably the child who has made the most progress with his attitude and approach to his special needs programme.

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23. Appendix 1

Peer Tutoring in a Mixed J2/J3 Class

Marion Byrne

My main reason for deciding to embark on paired reading with my class was the natural division between the under-achieving children and those of natural ability. Additionally, at the time there seemed to be no "family atmosphere" in the classroom.

It has been worth doing for the creation of this "atmosphere" alone. Whilst reading has been in progress, there has been a busy "buzz" of noise. Children have loved working with each other. As I looked round the classroom, many had their heads close and in some cases had arms around each other (single sex only!) This has helped the pairs develop special relationships.

No corner of the room has been safe. Children have chosen to work in conventional places like sitting on chairs or on carpeted areas, but also under tables, behind pianos and in dingy stock cupboards!

Of the ten pairs, two have not "worked" quite as well as the others. One problem is the tutor who cannot stop taking over, thereby pushing the tutee into a back seat. The other is a case where the tutor is rather quiet, and the tutee is turning out to be the more competent of the two!

Appendix 2

Peer Tutoring in a J3 Class

Andrew Allen

The scheme was begun in the early part of the September term when some of the children were slightly wary of their peers, the class having been drawn from two different classes in the previous J2 year. One of the more obvious results of the scheme has been the encouraging cohesiveness which is now apparent; particularly between one girl who was a social pariah and has now got at least one steadfast companion in her tutor.

Whilst careful monitoring has been unobtrusive but persistent, the children have kept records and are quite meticulous about this. The choice of books has been entirely the responsibility of tutor/tutee and has been largely successful. Some tutees have felt encouraged to choose books which they would have avoided as being beyond their capabilities. With their tutor's support they have had the opportunity and courage to attack otherwise inaccessible levels of children's literature. Children whose span of concentration is limited have often been found reading poetry and short prose passages. Being able to read an entire item in one session has actually improved levels of concentration.

A beneficial effect has been that children have begun to discuss the merits and demerits of the books read, and this critical analysis of literature has been unexpected and pleasing. It has been encouraging to find that as the time approached each day for the PRINT session, children were anxious to remind me in order that this happy, rather relaxed oasis was not missed. The kindly attitude of the tutors has been very gratifying, and certainly an important factor in the success of the scheme. The tutors have created an atmosphere of quiet enjoyment and tolerance, with gentle correction of mistakes. This attitude has encouraged the tutees to be more confident and this has contributed to their own success and improvement.

Although as yet, no objective assessment has been made of improvement, subjective improvement has been apparent when working individually with the teacher.

PAIRED READING WITH PARENTS AND CROSS-AGE PEER TUTORS AT NEWSOME HIGH SCHOOL

Janet Depledge

This is the warts-and-all story of Paired Reading. As we have just completed our 4th Paired Reading project our belief in its value is obvious, but I also intend to point out the disadvantages and pitfalls in an attempt to help you avoid them. Perhaps I should apologise here if some of the warnings seem ridiculously obvious - they so often do to the outsider and not to the participant.

Newsome High School is an 11-16 Comprehensive School within the Kirklees Authority. There are 900 children on roll. We have a wide catchment area with 16 feeder schools for the present 1st Year. This includes not only our neighbourhood junior schools but, because we also cater for physically handicapped and deaf pupils, could include any junior school in Kirklees. All pupils in the school are part of a mixed ability tutor group.For some subjects they are taught in this group - for other subjects they are set - the need of each subject varies. Those children with learning difficulties are withdrawn into small teaching groups for Mathematics and English and are supported by Special Needs staff in most other subject areas. These arrangements apply equally to physically handicapped and able-bodied children. Deaf children, who may have a minimal hearing loss or maybe profoundly deaf,are supported by Special Needs staff and have help from teachers of the deaf when necessary.

One of the infant schools in our 'Pyramid' had run a very successful Paired Reading scheme, and Keith Topping invited interested schools to a meeting at that school to meet those who had been involved. I believe that Paired Reading had not been attempted in a High School prior to that time but Keith was convinced that it could be equally successful. As it happened the only change in procedure that was really necessary was to alter the picture on the parents' introductory booklet to Paired Reading (produced by Kirklees) from that of a parent with an obviously infant-aged child to one which was more suitable. This meeting convinced us of the value of Paired Reading and discussions with Keith Topping got underway. The infant school had a great advantage over us in that direct daily communication with the parents involved in Paired Reading was so easy for them. Most secondary schools attempt to solve this problem by arranging home visits to monitor, encourage and solve difficulties and such visits were indeed planned by us. But... along came Action! Home visits were no longer possible and our parent/school communication had to be via telephone calls and individual meetings in school.

We first had to decide when we would run the project. In a High School perhaps the first thought that springs to mind is 'Let's wait until after Spring Bank when the 5th Years have gone!" We soon realised however that the wet, windy days of winter were far more conducive to regular reading sessions than summer when the great outdoors beckoned. Consequently our first project was planned to begin at the beginning of the Spring Term.

Five members of staff were involved. Three of them were members of the Special Needs department and two were English staff. As we were most anxious that the Paired Reading project should not be seen by the children as a 'Remedial department' initiative we welcomed the English department input. The number of teachers involved in the project linked directly with the number of children we felt we could invite to take part. We wanted each teacher to have only five or six children to monitor and also, as this was our first project and we were very much 'feeling our way', we didn't want to take on more than we felt we could cope with.

Then, of course, we had to look at the books available in school for the children to use in the initial stages of the project. ('Initial stages' because I feel it is a great advantage of Paired Reading that children are not limited to a particular source of reading material - we did encourage them to choose any book they had at home that they found interesting, or perhaps any article from the local newspaper. Similarly we discussed use of the libraries for reading on the project and later.) Books are available from the Kirklees School Libraries but as they were inundated at that time with requests for books because of the success of Paired Reading we had to find another source. Our headmaster was most supportive and gave us £200 to spend at Y.P.O. in Wakefield. We were able, therefore, to offer a wide selection of reading material in terms of reading level and interest.

The First Years had been screened using Daniels and Diack Test 12 on entry to the school so we simply decided to invite the 30 children with the lowest scores to take part in the project. The 'top' score was 10.7 - the least able child had failed to score. We wrote to the parents of these children explaining Paired Reading and our conviction of its success and asked if they would like to be involved. We also met with the children and explained Paired Reading and the letter to their parents to them.

All the children were very enthusiastic - the attraction of the new books was obvious. The reactions of the parents varied! Most wanted to be involved. They knew of their childrens reading problems and were keen to help because they felt that now their child was at secondary school time was short.

A few showed no interest whatsoever. These were, without exception, the parents of the keenest children (also the weakest readers) who we rarely saw in school. One family were downright annoyed at being invited to be involved. It was their youngest son who was experiencing some difficulty with his reading and as their older children were extremely bright and successful they seemed to feel that our suggestion to participate in Paired Reading was somewhat insulting. They did attend (rather reluctantly) the preliminary meeting.

At this meeting we had our new books displayed. We aimed at a relaxed social atmosphere and pupils distributed cups of tea as parents arrived. We began by role playing (in what we hoped was an amusing way) how adults listen to children to read. It was grossly exaggerated with mum leaping up every 30 seconds or so to deal with some unforeseen emergency. During our preparation for the exercise we had fallen about with amusement but on the evening itself, at least for the first minute or so, it went down like a brick! We ploughed on - then someone recognised themselves in some aspect of the role play and tittered. Someone else laughed out loud and we were away!

We then showed the Kirklees Video on the techniques of Paired Reading backed up by Keith Topping and by details of exactly how the scheme would work at Newsome. Parents and children then left to find a quiet corner to practise the techniques with staff helping and encouraging where necessary. From that meeting we had a 100% take up rate though there were three groups who we were concerned about. Firstly those who had found the Paired Reading technique difficult and embarrassing. We simply hoped that in the privacy of home they would be more confident. Secondly those who were wildly enthusiastic! We were concerned that they would never keep up their tremendous zeal for Paired Reading or they would kill it stone dead by insisting their child read for 1 hour rather than the suggested 10-15 minutes. Thirdly there was the group who we felt were paying lip service to the idea and had no real intention of continuing at home.

So parents and children left armed with the reading material chosen by the child and a progress chart which was to be filled in with positive comments by the parents and then brought to school so the teacher could reinforce those positive comments to the child. Non-appearance of this chart in school indicated to us that difficulties were possibly developing and gave early warning of when intervention was necessary.

Each teacher arranged to meet her tutor group as and when convenient. As well as adding her praise she helped in choosing books. There was an immediate improvement in the children's attitude to reading. Long term strugglers began to be successful and to find reading an enjoyable experience. Parents said that the opportunity to have a quiet 10 minutes period regularly with their child was something both enjoyed and looked forward to.

According to Keith Topping's later analysis of test results from before and after our Paired Reading project our pupils had been improving 'pre-project' at 1½ times normally expected rates. During the project they improved at 3 times the normal rate. As this reading improvement was also linked to a noticeable improvement in self-esteem, reading enjoyment, teacher/child relationships, and, according to the parents involved, an improvement in parent/child relationships, we felt that our first attempt at Paired Reading had been successful.

You will recall that a number of children were very keen to be involved but their parents showed no interest. As the 1st project developed, other children than those initially invited asked to join in. Naturally enough we were keen to harness this enthusiasm but as 'action' was now biting hard and after school meetings would not have been possible we decided to use members of my 5th Year form as the tutors. It was not possible to fit Paired Reading into the normal timetabled day as the 5th Years were obviously committed. We were also convinced that using free-time (lunch breaks etc.) was a non-starter - tutees we were working with were not only the weakest readers but also tended to be the children with behavioural problems who needed more than most to 'let off steam' at breaks. We therefore had no option but to use assembly time - certainly not ideal but unavoidable.

As far as the tutors were concerned I played safe in choosing them, selecting four totally reliable girls who intended to make teaching their career. Very soon however, more and more tutees were asking to go on the scheme and members of staff began recommending that children who I did not usually come in contact with would benefit from Paired Reading. Consequently more tutors were urgently needed and after taking a deep breath I asked a number of 5th Year boys if they would like to become involved. I deliberately asked some boys who were well liked, (almost respected!) by younger boys as being rather 'tough'. They were all able readers.

Their involvement with 3rd Year boys in particular was a success from the start. The younger boys were those with a variety of difficulties both with reading and socially. I was honest with the 5th Years about the reading difficulties their tutees had and helped them understand how these difficulties could lead to behavioural problems in school. (I did not, obviously, mention any family problems which may have contributed to their difficulties.)

Personally I was far more casual in my approach to this project.
I did not, for example, test the tutees at the beginning and end of the project as I was convinced that Paired Reading would only be of benefit. There were worries about this cross-age tutoring though.

- Would the tutees behave with other pupils older than themselves rather than staff? They did!
- Would the tutors be committed after the initial enthusiasm had worn off? They were!
- They informed their tutee of any known absence and a reading period was only missed if the absence was unplanned. (This is of course a disadvantage that a project based in school has as against a home based project where Mum or Dad could take over from the usual tutor if necessary.)
- Would the Paired Reading time and place be used as a social gathering by non-involved 5th Years? It was! But not for long!

I was the only teacher involved in this project and initially I spent 20 hectic minutes running from room to room monitoring the pairs. This enforced activity decreased when the pairs became more confident and I was able to return to assembly. The Fifth Years became confident enough to start tutees on a project after consultation with me. Their greatest difficulty was in writing 'positive' comments.

As expected (fortunately) there was a noticeable increase in skills and pleasure in reading. Some children read their first book ever at 14 years old. It was perhaps the social advantages that were most pleasing - a tutor made a special effort to speak to his tutee around school which made them feel important and just a bit 'special'.

We have now completed 4 Paired Reading projects and have no intention of favouring the Parent/Pupil approach as being better than the cross-age Peer Tutor approach or vice versa. Each complements the other and individual decisions are taken as to which approach would most benefit a particular child. We have yet to find a child who did not benefit in some way from a Paired Reading project.

Coming Soon

THE PEER TUTORING HANDBOOK

promoting co-operative learning

This book is written directly to grassroots teachers, and others with a practical interest in promoting co-operative learning.

It includes a step-by-step guide to organising peer tutoring, using a minimum of time, effort or special materials. Following this, success is virtually guaranteed. Parts of the book may be photo-copied for immediate use, and further relevant resources are listed.

Research on the extraordinary effectiveness of peer tutoring is reviewed, including evidence of social and academic gains for both tutor and tutee. 77 references are cited. Also covered are the history of tutoring, examples of projects, and methods of evaluation.

Peer tutoring in reading is the most popular use of the technique, but it has been applied to a very wide range of curriculum areas, ages and situations. Those working in areas where professional teachers are scarce will find it invaluable.

This book brings peer tutoring into the realm of practice of every teacher, and gives the technique a distinct European flavour. The emphasis is on simple but well-organised projects which operate within existing social frameworks and are intrinsically enjoyable for all concerned. Such initiatives are highly cost-effective, self-sustaining, and encourage independent and purposeful learning.

Croom Helm paperback Summer 1987

Paired Reading and Children with Severe Learning Difficulties

Doreen Dickinson

Background Information: Hilltop School is a mixed all age Special School, designed, staffed and equipped for children with severe learning difficulties. The aims of the school are to observe, assess and respond to the needs of the pupils in order to develop all possible and necessary skills for fulfilment and acceptance in society. The teaching of reading is seen as an integral part of the curriculum for pupils within the main school.

Why?

1. They can do it. (Duffen 1976; Buckley and Wood 1983; Lorenz et al. 1985)
2. They enjoy it.
3. It extends and develops language (Gillham 1979)
4. It provides a "normal" parent-child interaction rather than a pre-occupation with self help skills.
5. Parents think it a priority.

How?

The initial focus was on the Language-Experience Approach as exemplified in "Let me Read"; it is an individual approach based on the "Look and Say" Method. It ensures that the reading matter is meaningful, for it reflects the child's own interests and thoughts, and it also enables the child to learn that the written word is speech written down. Motivation was considered to be most important since this is the key to learning. Progress was good.

Paired Reading was introduced:

1. As a possible means of accelerating the children's progress.
2. As a possible way of maintaining their desire and motivation to read.

Initial Procedure: Paired Reading was explained to parents and demonstrated by use of video.

Research Method: A quasi-experimental approach was adopted involving Pre- and Post-test. The English Picture Vocabulary Test was administered to 12 children and an experimental and control group (each n = 6) were established on the basis of matched pairs by EPVT score.

Measurement: All children were assessed on a variety of measures:-

Clay's Diagnostic Survey - Concepts of Print
Burt/Vernon Reading Test
Carver Reading Test
Schonell Reading Test
Word Recognition: School basic vocabulary

Treatment: The experimental group were involved in Paired Reading at home for 24 weeks. The parents of these children were invited to a training session, which involved watching Paired Reading in progress and practising themselves. Each home was visited every four to five weeks and help was given when necessary.

Results: The following tables present the measurements made.

Table 1

Concepts about Print - Raw Scores

Experimental Group		Control Group	
Pre Test	Post Test	Pre Test	Post Test
11	14	11	13
10	13	9	13
10	14	9	8
8	10	8	10
8	8	7	7
1	4	1	1
Mean Gain = 2.5		Mean Gain = 1.3	

Table 2

Word Recognition - No. of Words

Experimental Group		Control Group	
Pre Test	Post Test	Pre Test	Post Test
102	143	94	154
68	90	76	143
59	94	33	49
49	77	18	33
19	39	11	25
0	10	8	12
Mean Gain = 26		Mean Gain = 29	

Table 3

Reading Tests - Reading Ages

	Experimental Group		Control Group	
Burt/Vernon	Pre test	Post test	Pre Test	Post Test
4 yrs plus	5.0	5.6	6.2	7.0
	4.8	4.9	4.8	6.2
	4.6	5.2	4.3	4.6
	4.5	4.8	4.1	4.3
	4.0	4.7		
Carver	5.3	5.4	6.0	6.6
4 yrs plus	4.6	4.9	5.3	5.4
Schonell	5.5	5.9	6.5	6.9
5 yrs plus	5.4	5.5	5.4	6.4
	5.4	5.5	5.4	5.5
	5.4	5.5	5.0	5.5
	5.0	5.5	5.0	5.4
Mean Gain= 0.33 yr			Mean Gain = 0.53 yr.	

(Pre-post test interval = 0.46 years)

Evaluation: The results show that these children are indeed learning to read, but there is no evidence for any superior effect of Paired Reading, at least as far as isolated word recognition is concerned.

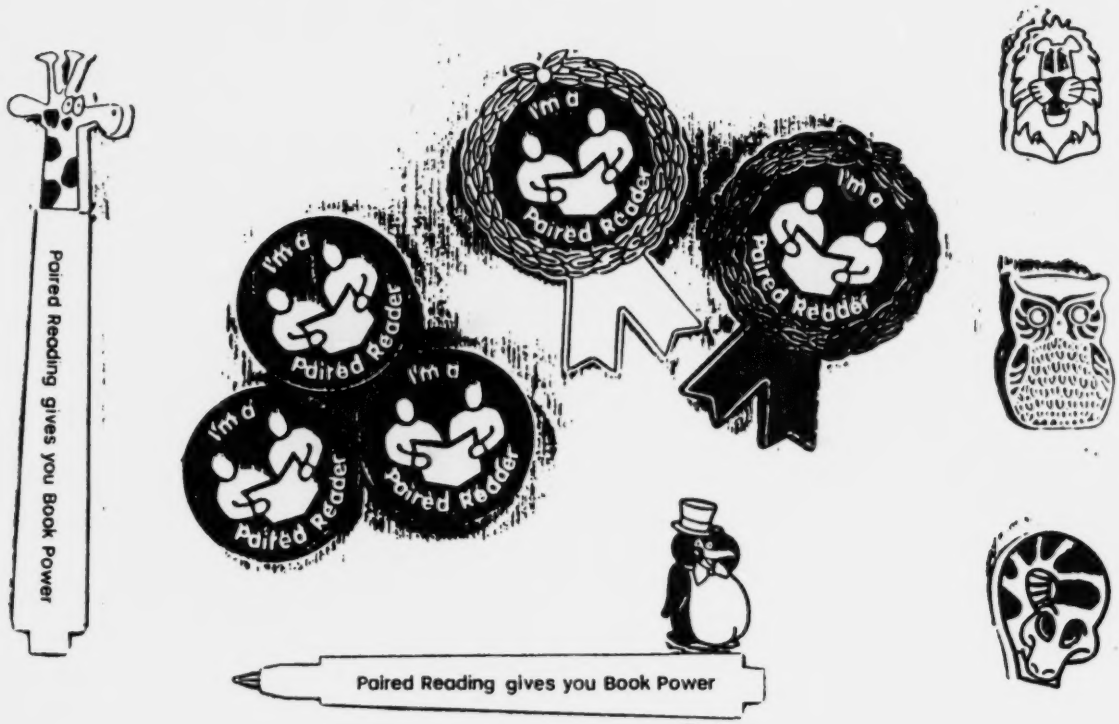
All parents were invited to attend an introductory talk and video about P.R. some time before the control and experimental groups were set up and before the official "training". Thus, the experimental design did not control for the possibility of parents reading at home with a child who was in the control group. It emerged that two children in the control group read regularly at home during the experimental period; both improved considerably. Furthermore, there is no fully objective way of controlling for varying degrees of motivation among parents. The results of all children known to have read at home, taken together, are much more impressive than those thought not to have done so. A larger more rigorous study is required, with several groups involved, e.g.

1. Group receiving Paired Reading;
2. Group whose parents were simply asked to read to them;
3. Group whose parents were asked to give a similar amount of extra attention, but not on reading;
4. A control group receiving no extra attention.

Conclusions: Most importantly, these children who are learning to read are seen, by parents and teachers, as being included in a "normal activity" and to have gained not only in reading but in terms of achievement, satisfaction, confidence and self-esteem.

Paired Reading

BADGES & PENS


Paired Reading gives you Book Power
I'm a Paired Reader
I'm a Paired Reader
I'm a Paired Reader
I'm a Paired Reader
I'm a Paired Reader
Paired Reading gives you Book Power

AVAILABLE FROM THE KIRKLEES PROJECT

EMBEDDING P.R. IN THE CURRICULUM: parent tuition of top infants and cross-age peer tuition in the junior department.

Sheila Doyle and Ann Lobl

Paired Reading First Project: Spring 1985

Length of project: 8 weeks No. of children involved = 16

Reason for setting up the project: Top infant class with particularly large number of children with reading problems and smaller number of J1s with the same type of difficulties.

Reasons for under achievement:-

1. 75% of children late entries into school (summer babies).
2. 87% boys.
3. Several children with hearing/speech related problems in the past.
4. Several children from single parent families or families with other social problems.
5. Some staffing problems at a vital stage in their early education.

Aims of the project

1. To develop interest and pleasure in books.
2. To improve the standard of reading in the group.
3. To develop an improved self-image in the children.
4. To develop the co-operation and understanding of parents and teachers and children.
5. To develop the skills of parents as tutors.

Objectives

1. To obtain help from the Paired Reading team in the Psychological Service.
2. To train staff in the techniques of Paired Reading.
3. To obtain sufficient books for the project.
4. To communicate the aims of the project to the parents.
5. To gain the co-operation of the parents.
6. To set up the project in February.

Strategies Employed

1. Children's Library Services contacted for extra book supply.
2. Training sessions for staff by Mr Topping.
3. Informal meeting for parents to discuss both the reading problem and its possible cure.
4. Final establishing of project group based on parental attitude.
5. Pre-project testing of R.A.s by Psychological Service.
6. 'Party' to start the project's training session for parents and children. Video shown, questions answered, practice session.
7. Project started.
8. Encouragement of parents to pop into school at the beginning or the end of the day to help with the choosing of books, or to discuss any problems and successes with the teachers concerned.
9. Use of different coloured record cards to mark the number of books read and parental comments.
10. Constant encouragement of the children and much, much praise and interest shown by all the staff.
11. Use of colourful and funny stickers on the record cards as they were changed.

12. Use of Paired Reading badges.
13. Mid-project sherry party for parents at which they were encouraged to discuss and share delights and difficulties.
14. Re-testing of children at the end of the project.
15. Party for everyone at the conclusion with a special games room for the children.

Worries and difficulties experienced by those taking part in the project

1. Staff were concerned about home visiting, but in the event only two families needed visiting and this was done by the Psychological Service. In future projects this will not be such a worry as we are much more sure of the relevance of Paired Reading now.
2. Parents were hesitant to come into school to 'chat' for the first few days, but soon it became a regular thing for parents to pop in for reassurance and help. We felt this was one of the best things in the whole project as a super relationship between parents and teacher was established. The parents 'grew' as much as the children.
3. We were wary about the totally free choice of books the children were allowed and how they would cope with the demands of the project as a whole. We were very surprised. They knew what they wanted and rushed in early in the morning to select their books. Parents did not dominate this at all.
4. The record cards caused concern amongst some parents. It soon became apparent that they were concerned about showing their own lack of proficiency in the traditional writing skills. Much reassurance and encouragement by the teachers concerned was needed. We made it clear that parental comments were a vital part of the project. Other parents obviously found the chance to make relevant comments about their child's educational progress very enjoyable. One or two never progressed beyond "very good" and ditto marks.
5. By far the greatest problem with this first project was the shortage of books. We had expected a minimum of 200 books from Children's Services, but received 50. As it was important that a large supply of books was available all the resources of the school were raided. We still did not feel that we had enough 'different' books, and the fact that classroom and library shelves were raided for the project caused a knock-on effect in the rest of the school.
6. For some children and for some parents, (not necessarily in the same Pair), the project was too long and enthusiasm flagged about half way. This required the rapid development of counselling skills by staff. The half-way meeting also helped enormously to prevent feelings of guilt developing in bored parents. Two of our single parent families found it a real strain, and at the very end of the project suggested that it would have helped them to change children with each other. This will be borne in mind another time.

Advantages of the project

1. Children
   a. Improvement in R.A.s.
   b. Increased motivation in all aspects of reading.
   c. P.R. greatly improved the speech of the two children in the group receiving speech therapy.
   d. Children felt very special and important therefore there was a great improvement in their self-image.
   e. The improved self-image led to improved behaviour in the group.
   f. Some parents said there was a lessening of tension between child and parent.

g. Some improvement of bonding between child/parent and also child/teacher.

2. Parents

a. Increased involvement in the life of the school.
b. Increased status of some parents in the educational activities of the school.
c. Improved self-image.
d. Social development between parents and staff.
e. Some parents said their own interest in books had increased.
f. Lessening of tension in the home.
g. Clearer understanding of the reading process and how children learn.
h. Stronger bonding between parent and child.

3. Staff

a. Enjoyed the project because of the improvement in the children's reading and behaviour.
b. Experienced great pleasure in the happy relationships built up with parents.
c. It was not as difficult or time consuming as had been feared.

Final Evaluation of the Project

Parent Questionnaire

Children having more confidence in reading	93%
Children reading more	84%
Children making less mistakes	86%
Children showing more willingness to read	77%
Children reading with more enjoyment and understanding	77%
Children having more interest	66%
Children having increased flow	62%
Parents willing to continue 5 times weekly	64%
Parents willing to continue twice weekly	21%
Parents not willing to continue P.R. but would do something different	14%
Parents believing children happier at home	19%
Parents noticing an improvement in children's behaviour	13%

Teacher Questionnaire

Children having more confidence in reading	87%
Children reading more and showing more interest	81%
Children showing improvement in comprehension, accuracy and fluency	75%
Children gaining more pleasure and reading with greater variety	75%
Children showing more willingness to read	69%
Children showing improved concentration & motivation generally	69%
Children with improved behaviour generally	19%

Conclusion

The five aims of the project were reached for many of the children. We were disappointed that the increase in R.A. was very small for some children and disheartened by the final test results of some others who appeared to have made no progress. Nevertheless, the P.R. group as a whole progressed

on average during the project at 3.7 times normal rates of gain in Reading Accuracy. This group were followed up 4½ months after the post-test, and on average had retained the effect of their leap forward and were continuing to progress at normal rates. There was no doubt in anyone's mind at the school as to the success of the project, because of the increased happiness and motivation of all children involved, and because of the wonderful relationships which it helped to build between staff and parents. Nevertheless, we also feel that, just as in any other kind of teaching/learning strategy which teachers employ, much depends upon the commitment and enthusiasm of the liaison teacher. We were not convinced that the tests used (i.e. Daniels and Diack Standard Reading Test) was a particularly good one for this purpose. It is used for other purposes in the school, and there also throws up some odd results. We feel that this project has had such a beneficial effect upon the curriculum of the school, both hidden and stated, that P.R. will become a part of the school's life.

Paired Reading Second Project: Summer 1986

Length of project excluding tests and training sessions: 10 weeks

Selection of children was from J1 and J3 years. The children in the J1 group included the top infant group which had taken part in the first project.

The intention was to continue and extend the success achieved by the first project and to endeavour to improve the social skills of the 3rd year group who, owing to a disrupted year, had become rather troublesome.

Aims

1. The promotion of reading as a pleasurable activity.
2. The development of co-operation and understanding between older and younger children.
3. Improving the skills used when selecting books for pleasure or information.
4. Improving the R.A.s of both tutors and tutees.
5. To evaluate the possibility of integrating the technique of cross-age peer tutoring into the reading curriculum of the school on a regular basis.

Objectives

1. To set up an experimental cross-age peer tutoring project with the 7+ and 9+ age groups.
2. To train the staff and children unfamiliar with P.R. techniques.
3. To seek advice and help from P.R. support service.

As the services of the Head were to be used to cover for staff during training sessions, and to enable the scale post holder to be available as an adviser, it was decided that a very formal structure should be set up and strictly adhered to, to prevent wherever possible unplanned hitches occurring. The project was then left entirely in the hands of the staff concerned, with the Head acting as cover whenever needed.

Setting up the Project

1. Books. 200 books were initially sent from Children's Library Services. Because of the very wide range of reading abilities in both classes it was considered desirable to roughly grade the books. This was not done by any form of readability index, but simply by rule of thumb. Two trolleys were used with a reasonable spread of reading and interest

levels on both, but with the easiest material on one trolley. During the course of the project the book stock was exchanged and a further 200 books sent. Even with 400 books in total choice was becoming difficult by the end of the project. This was one of the criticisms made by the children, and the staff entirely agreed.

2. Pairing. To enable the younger group (tutees) to link a name with a face, the tutors brought photographs to school, which were displayed in the tutees' room. Each child was asked to select two people whom they might like to work with, and to say who, if anyone, they would not wish to work with. Staff had earlier discussed whether to pair according to R.A.s or secret ballot. In the event, choice seemed to work quite well, and there was no disasters, although obviously not all pairs were equally successful. Strangely enough the balance of R.A.s between the two groups worked out quite well.

3. Numbers involved. 36 pairs of children, 72 children in all.

4. Length of project. 10 weeks. In the event, this length of time for the numbers of children involved caused some difficulties, particularly for those members of staff who were either new to the techniques of P.R. or whose commitment was not wholehearted.

5. Organisation.

    1. Reading sessions occurred for 30 minutes immediately after lunch, five days each week.
    2. As soon as the session bell rang the tutor collected the tutee from the playground and took her/him to designated classroom. (This had been determined at the training session). The group was split according to ability so that the trolley with the larger selection of easier books was with the children who needed them.
    3. Half way through the project the children changed rooms and supervising teachers, and this proved to be quite a motivating factor for both children and teachers.
    4. Tutees and tutors chose the books together during session times.
    5. Choice of books and tutors' comments were recorded using the same type of card used in the previous P.R. project.
    6. Testing undertaken before and after project was by means of the Primary Reading Test using tests 1 and 2 and forms A and B.

<u>Problems Encountered during Project</u>

1. The difficulty of providing sufficient comfort and intimacy for such a large group of children.
2. The large number of children reading aloud in small rooms led to levels of sound which proved to be distracting at times.
3. The tutors were not always very helpful at book choosing time, and the level of discussion about the books was fairly limited.
4. The tutors' comments on the record cards revealed a lack of understanding for this part of their task. Staff felt that a different kind of training from traditional P.R. training was needed for this type of project.
5. The quality of questioning by the tutors at the conclusion of each book was not well done on the whole. Staff again felt that in any future similar project, more time must be spent discussing the implications of this with the tutors.
6. Very careful supervision of the pairs was required by the teachers to prevent over dominance by some of the tutors.

7. Careful monitoring was needed to ensure that enough praise and encouragement was being given to the tutees.
8. By the end of the project some tutors were obviously rather bored and wanting to read the books on offer by themselves.

Successes encountered during the project

1. The children managed the technique of P.R. very well on the whole and picked it up much quicker than we had anticipated.
2. A great deal of self-discipline was shown by the tutors in the manner in which they collected and returned their tutee, and in the way in which the sessions were started even when staff were not present.
3. The interaction between children was good and certainly continued to be so after the project finished.
4. Co-operation and understanding between children did improve.
5. Reading as a pleasurable occupation received high status during and after the project.

Evaluation

The project proved to be most useful and taught the staff a great deal about the difficulties of dealing with too large a group of children. Any future project of this type will be much smaller, owing to difficulties of providing sufficient books, problems connected with noise, impossibility of providing sufficient space for the children, difficulties for staff in becoming really familiar with each pair, and difficulty in having get-togethers to discuss problems.

Comparing the performance of the child tutors with parent tutors highlighted the following needs:-

a. Children need more precise instruction on how to praise and encourage their peers.
b. More time must be given to discussing with the tutors their role as a helper in choosing books.
c. A great deal more help is needed in record keeping and commenting.
d. The needs of the tutor as a reader must not be neglected.

The results of the post-project test were surprising, in that the group which seemed to benefit most was the tutor group. The tutees improved at 1.7 times 'normal' rates on the P.R.T., wile the tutors improved at 4.2 times normal rates, which was 6.6 times their baseline rate of gain. Nevertheless the majority of the children as a whole finished the project with improved reading ages, and only 12 children out of the 72 initially involved had R.A.s below C.A.s. We were concerned however, that apparently some children in the tutee group particularly had regressed, and once again we doubted the validity of our testing.

The co-ordinator of the project felt that the project had been a success and that our aims had for the most part been achieved. She felt that the improvement in R.A.s and co-operation between the children warranted the inclusion of cross-age peer tutoring as an integral part of our reading programme. However, she suggested that our experiences in this project should be used to improve any future project, and that the parent form of P.R. should be continued in the school as, in her experience, it provided many beneficial side effects which peer tutoring lacked. The input by the parents was, quite understandably, greater than that of the children.

Results of Questionnaires

Tutees

Easy to learn to do & getting better at all kinds of reading	85%
Getting on better with each other & liking all kinds of reading better	79%
Want to go on with Paired Reading	74%
Will tell others about Paired Reading	71%
Easy to find time	62%
Easy to find a good place to read	59%
Found the record sheet helpful	56%

Tutors

Reading different kinds of books	89%
Reading more	80%
More interest in reading	77%
More confidence & making less mistakes	71%
Greater understanding	69%
More willing to read	68%
More enjoyment	66%
Increased flow	63%

There was some doubt in the minds of staff about the validity of these questionnaires. Feelings were expressed that many of the younger children did not really understand the format and did not have opportunity to discuss their answers with staff first. In any future project much more preparation should be given before the questionnaires are completed.

Conclusion

1. The project was a qualified success.
2. Cross-Age Peer Tutoring is worth repeating.
3. Modifications must be made to any future project because of problems encountered this time.
4. Those modifications are:-
    a. smaller number of children to be involved.
    b. shorter length of time for project.
    c. shorter time for reading.
    d. better preparation for tutors.
    e. more time for discussion and evaluation.
    f. more and wider variety of books
    g. change in method of recording.
    h. greater use of badges, stickers, rewards, etc.
5. This type of project can not replace 'pure' P.R. with parents.
6. We should embed both parent P.R. and Cross-Age Peer Tutoring into the life of the school.
7. As with any other reading strategy, the success of the project depended upon the enthusiasm of the people concerned.
8. On balance, there are more benefits to the lift and climate of the school as a whole from parental P.R. than from this type of project.

The Merits and Demerits of the Two Kinds of Delivery of P.R.

There is much to be said for both parent P.R. and the type of peer tutoring which we used at Norristhorpe. Both expose children to print regularly, give reading high status, expose children to a wider choice of books than is

usually possible in the average school or home, are non-threating for the learner, encourage children to be selective when choosing books, provide opportunity for discussion and interaction between tutor and tutee, teach reading by reading, encourage the development of positive self-images, and improve reading abilities.

Advantages of Cross-Age Peer Tutoring

1. Kills two birds with one stone - both tutors and tutees improve their reading skills (with very few exceptions).
2. It is easy to set up the project because the 'pairs' are always on hand.
3. It is easier to monitor the techniques being used by tutors, and to correct any faults or problems.
4. Can be 'done on the cheap' if reading scheme books are used.
5. Easier to ensure the regularity of the reading sessions.
6. Leads to increasing levels of co-operation and friendliness between older and younger pupils.
7. Helps to develop social skills and good attitudes in the tutors.
8. Easier to change partners in school than change a mother or father.

Disadvantages of Cross-Age Peer Tutoring

1. A great deal of space is required.
2. Can create unacceptable noise levels for some teachers (and children).
3. To ease organisational problems, groups may have to be unwieldy, e.g. whole class may have to be used.
4. Problems of cover for training sessions for staff.
5. Problems of cover if part classes are used.
6. Lack of enthusiasm by some staff members can lead to restricted choice of groups.
7. Problems with pairing.
8. Difficulties in providing adequate training for children as opposed to parents.
9. Possible interference with the free reading time of the children in school.
10. Choice and numbers of books can be a problem.
11. Possible problems with some parents.
12. Motivation levels of some pupils can be difficult to maintain.
13. Could lead to the reinforcing of negative attitudes in the older children, e.g. discreet bullying.

Disadvantages of Parent Tutoring

1. Very time-consuming - both in setting-up and monitoring.
2. Much out of school work and overtime for staff involved.
3. Difficult to ensure that the reading sessions are regular.
4. Difficult to monitor the techniques being used.
5. Takes over the life of the school and the staff concerned for many weeks.
6. Can lead to non-participating parents and children feeling left out or even guilty.
7. Parents can become 'invasive'.
8. Requires staff to develop quite high level counselling skills.
9. No 8 will preclude some members of staff from participating in a project.

Advantages of Parent Tutoring

1. Builds up better teacher/parent relationships than any other school based activity.
2. Builds up 'special' pupil/teacher relationships.
3. Has a lasting effect on relationships.
4. Improves the self-image of both parents and children
5. Bonds many families closer together.
6. Creates a good learning climate in school and home.
7. Encourages strong communication lines between home and school.
8. Breaks down the 'us' and 'them' syndrome.
9. Opens up the processes of teaching and learning to parents.
10. Fosters co-operation between home and school at many levels.
11. Gives reading a particularly high status in the minds of children because of the active support of parents in the scheme.
12. Is a totally non-threatening learning situation.
13. Gives children the opportunity to have the undivided attention of a parent for perhaps the first time since babyhood.

Conclusion

Although, on balance, there are greater advantages for the school as a whole from the parent form of P.R., there are so many advantages to be gained from using peer tutoring also that, as a matter of policy, both forms of P.R. are to be embedded into the reading experiences of children in the school. These will work alongside other reading techniques and initiatives such as U.S.S.R., the use of adult volunteers, and language workshops for parents of children of reception infants, to help achieve the aims of our reading policy.

It is envisaged that the various initiatives will be structured thus:

Reception and Middle Infants	Language Workshops (parents) Shared Reading
Top Infants	Paired Reading (Pure form Parent Tutored)
J1.	Tutee in a Peer Tutoring Project U.S.S.R.
J2.	U.S.S.R. + Adult volunteers for weaker children
J3.	U.S.S.R. + Adult volunteers for weaker children
J4.	Tutor in a Peer Tutoring Project

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LITERACY RELATED ACTIVITIES AND READING TUTORING STYLES OCCURRING SPONTANEOUSLY IN ETHNIC MINORITY FAMILIES

Judy Elliott

A. OUTLINE OF PROJECT

a) The Nature of the Study

I am currently investigating help with educational activities provided for young children by their parents and older siblings, and how such help at home can influence a child's ability to cope with school.

b) Subjects

Four main population samples are to form the focus of the research:

(1) Ethnic minority families
(2) British working-class families
(3) British middle-class families
(4) Families engaged in home reading schemes

c) Phases

The research falls into two main phases:

(1) Investigation of LITERACY-RELATED ACTIVITIES in the home

(2) Analysis of HOME TUTORING STYLES arising spontaneously and in the context of structured home reading projects.

d) Progress to Date

So far, the work is in its early stages and has centred on literacy related activities in ethnic minority families, though some initial data is currently being collected from home reading project groups, familiar with Paired Reading.

B. INVESTIGATION OF LITERACY-RELATED ACTIVITIES IN ETHNIC MINORITY HOMES

a) Designing and Testing the Questionnaire

A questionnaire was developed which covered six main areas:

(1) LANGUAGE-RELATED ACTIVITIES
(2) VISUO-SPATIAL ACTIVITIES
(3) ACTIVITIES RELATED TO WRITING
(4) RECOGNITION AND USE OF FAMILIAR WORDS
(5) HELPING WITH READING
(6) GENERALISATION TO OTHER AREAS OF SCHOOLWORK
- PARTICULARLY NUMERACY

A small pilot study was carried out, in which parents of 5-8 year old children attending a local private school were asked to fill in the questionnaire themselves. The response rate was low - only 28 out of 130 families completed and returned the forms - but the information made it possible to construct a rough hierarchy of frequency of activities. It was found that even the most infrequent activity was

done by 10 out of the 28 parents who replied, and 15 of the activities were carried out by all 28 parents. These first fifteen items were:

(1) Having books, newspapers and magazines in the home

(2) Listening to the child's reading and helping if the child stops or makes mistakes.

(3) Reading stories to child from a book

(4) Providing child with early reading books which you have chosen

(5) Getting child to draw or colour pictures

(6) Reading yourself

(7) Teaching child to recognise own name

(8) Teaching child to write own name

(9) Teaching child nursery rhymes or songs

(10) Asking child to name items from pictures

(11) Teaching child to count objects, beads or counters

(12) Teaching child to name and recognise letters

(13) Using picture or a picture book as a focus for discussion

(14) Getting child to join dot-to-dot pictures

(15) Teaching child to tell the time

It was interesting to note that many of these items had been highlighted in the research literature as factors of importance in relation to reading development.

b) Modifying the Questionnaire

It was decided that the questionnaire would be made less intimidating by dividing it into an 'easy' and a 'difficult' section. People who had difficulties with the first section would not be asked the more complex questions from the second. The criterion for the division was the point at which 75% of parents in the pilot study had reported engaging in the activities with their children. Answers in the 'activities' sections were to be: 'never','occasionally', 'quite often', or 'very often'.

The final version of the questionnaire contained a listing of 60 activities, plus a third section, subdivided under the headings:

- Who helps?
- Your own education
- Details about specific child
- Other activities?

The large amount of material covered was sneakily concealed from parents by reducing the size of the print and squeezing an 8-page questionnaire into four A-4 pages! It was decided that the questionnaire could only be used in the context of structured interview.

c) Distribution of Letters

Contact was made with a primary school in the Harehills area of Leeds, attended by a number of ethnic groups, particularly Asian children. It was decided that the first and second year infants classes would form the focus of the study. A letter concerning the project was drafted to be sent out to parents, and this was modified and signed by the Headteacher. The letters were photocopied onto the school's headed notepaper and were sent out in English, Urdu and Bengali.

d) Interviews

Interviews were carried out with 65 families. No-one refused to be interviewed, although there were a couple of families who were forced to drop out owing to language difficulties. Since it seemed important that the sets of data should not remain 'faceless' and impersonal, I also kept record cards with notes of items of interest, for instance any educational toys or games which were shown during the interview. Of the 65 families interviewed 62 said they would like to participate in a second phase.

e) Ethnic Groups

The 65 families which were visited could be subdivided into various ethnic groups:

Asian families:
21 Sikh, 21 Pakistani, 4 Bangladeshi, 1 Kenyan Asian

Non-Asian families:
10 Indigenous white, 5 West Indian, 1 Vietnamese, 1 Chinese, 1 Iraqi

f) Analysis of Data

At present, my main objective is data collection, so the data I have is largely descriptive, and has not yet been fully analysed. However, since it is interesting to look at some of the frequencies for different activities, I will refer briefly to frequencies for the two largest groups which were visited: the Sikh and Pakistani families. I will concentrate on activities relevant to reading.

Two hierarchies are listed: one of READING-RELATED ACTIVITIES, and one of READING CORRECTION STRATEGIES. The Sikh and Pakistani samples follow extremely similar patterns, as far as frequency of activities is concerned, and the frequency of activities is normally slightly higher for the Sikhs than for the Pakistanis. (The hierarchy is compiled by working backwards, starting with the column for 'very often').

Table I. READING RELATED ACTIVITIES

	0 Never	1 Occ	2 O/often	3 V/often
(a) Listening to the child's reading and helping if the child stops or makes mistakes:				
SIKH	1	2	9	9
PAKISTANI	1	7	5	8
(b) Reading stories to child from a book:				
SIKH	2	4	7	8
PAKISTANI	0	8	7	6
(c) Teaching the most common sounds of letters:				
SIKH	5	3	6	7
PAKISTANI	3	7	6	5
(d) Discussing a story the child is reading and asking questions about the story/the pictures, etc:				
SIKH	1	4	10	6
PAKISTANI	2	6	9	4
(e) Telling child stories without referring to a book:				
SIKH	8	5	2	6
PAKISTANI	6	9	3	3
(f) Getting child to learn words written upon cards:				
SIKH	7	5	3	6
PAKISTANI	9	7	2	3

Table II. READING CORRECTION STRATEGIES

(a) Reading individual words and getting the child to read them after you, or building up to reading a whole sentence and getting the child to read it after you:				
SIKH	1	0	10	10
PAKISTANI	5	5	6	5
(b) Teaching the child to read words by sounding them out and blending the sounds together:				
SIKH	5	3	6	7
PAKISTANI	5	6	6	4
(c) Helping with reading by reading simultaneously with child:				
SIKH	5	5	4	7
PAKISTANI	8	5	7	1

C. ANALYSIS OF HOME TUTORING STYLES

In addition to gaining some insight into the overall pattern of educational activities in the homes of various social groups, I need to obtain some more specific information on what actually takes place. Since the main focus of my project is READING, this will involve examining more closely the nature of parent-child and sibling-child reading interactions.

Cassette recordings will be made of the child reading to a member of the family, and I will complete a checklist to note visual and impressionistic aspects of each interaction. The recorded material will be analysed, focussing on the errors made by the child and the strategies adopted by family members to help the child when various problems arise.

Croom Helm

New Book Information

PARENTS AS EDUCATORS: Training Parents to Teach their Children
Keith Topping, Educational Psychologist Kirklees Metropolitan Council Huddersfield

Modern practice is to involve parents increasingly in the education of their children, and this is supported by recent legislation. Particularly when children have special needs, parents may require structured training and support to ensure they effectively sustain their vital role as educators at home. Many large-scale programmes to provide this have been developed throughout the world, for example Home Start, Portage Home Visiting Projects and Paired Reading Projects.

However, not all of these have been thoroughly evaluated, and the existing literature is scattered and difficult to access. Some projects have demonstrated spectacular results and high cost-effectiveness, while others have proved more disappointing. This book critically analyses over 600 international English-language research reports on the effectiveness of parent training programmes. In addition, a detailed guide to the practicalities of planning projects is provided, together with a comprehensive directory of useful resource materials.

After an introductory overview, the evidence on the effects on child progress of parental involvement in school activities is reviewed, as is research on the impact of schemes of regular structured communication between home and school. Programmes designed to train parents to accelerate the development of their children at home are considered in the subsequent chapters, starting with "ordinary" children. Much of the book reviews projects targetted on children with some sort of special educational need, from children whose special needs stem from a widespread difficulty such as poverty or second language learning, systematically through to children whose needs stem from rarer and more severe handicaps. Each chapter has its own summary for ease of reader use, while an overall summary chapter points out "best buys" and directions for future developments. The planning guide and resource directory conclude the book.

This volume will be of major interest to teachers, psychologists, social workers, community health personnel, community educationalists, researchers, many others working with parents and children and to some parents themselves.

CONTENTS 1.Introduction 2.Parental Involvement in School 3.Home-School Reporting 4.Ordinary Children 5.Disadvantaged Children 6.Ethnic Minorities 7.Learning Difficulties 8.Behaviour Problems 9.Language Dysfunction 10.Sensory Impairment 11.Developmental Delay 12.Physical and Multiple Handicap 13.Summary 14.Project Planning 15.Resources Directory

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PARENT, TEENAGE VOLUNTEER AND AGE PEER TUTORS IN THE PRIMARY SCHOOL

Peter GRUNDY

INTRODUCTION

The original study took place in an E.P.A. junior school where staff were concerned at the below average reading ability of many of the children in the school, as revealed by the G.A.P. tests taken by all fourth year junior school children throughout the local authority.

WHY PAIRED READING?

The technique of Paired Reading developed by Morgan embodies contact and collaboration between parents, teachers and children. The technique has been adopted by an ever increasing number of schools, primarily as a means of improving reading abilities, although claims are also made that the technique also improves attitudes to school and general learning. In recent years, clear evidence has emerged of the effectiveness of this approach. Where Paired Reading has been used, reading performance has improved, often quite dramatically.

Because of the relatively short length of time Paired Reading has been in use, it has not really been possible to say whether these benefits might be long term as well as short term, although it is interesting to note that there are one or two studies which indicate long term benefits from Paired Reading, (e.g. Lee, 1986). This seems of great importance when one bears in mind the work of Collins (1961), who called into question the effectiveness of the remedial approaches used in schools for so many years. He concluded from his research findings that the short term progress made by children receiving remedial education was not sustained; findings confirmed by Chazan (1969), Cashdan and Pumfrey (1969), Carroll (1972) and Topping (1977). The possibility that progress made by children tutored with the Paired Reading technique can be of a long term nature is yet another indication of its importance.

AGE PEERS AND TEENAGERS AS TUTORS?

In 1983, when I became interested in Paired Reading, much of the emphasis was being placed upon the involvement of the parents, rather than the technique itself. I felt that the technique itself had a great deal to offer, and that because it was essentially supportive in nature, the most important requirements of a tutor were that he or she was a competent reader and a "significant other" in the eyes of the pupil. I therefore set out to assess the effectiveness of Paired Reading, using peers and teenagers as tutors.

Forty failing readers aged between 8 and 11 years old, and all receiving extra input from the Local Authority's basic skills support service, were randomly allocated to four groups stratified for sex. All groups received input from the basic skills support service and in addition one group received 'traditional remedial' input, one group received Paired Reading tuition from peers, and a fourth group received Paired Reading tuition from teenagers. The input for all groups was adjusted so that they all received, as near as was possible, an equal amount of input in terms of time.

The forty children were tested pre-project using the Primary Reading Test. After four months the children were retested. The mean retardation, and the differences between the pre- and post-project results were calculated. The results are shown below. (It will be noted that three children left the school during the course of the project).

TABLE 1

MEAN BACKWARDNESS AND DIFFERENCES IN READING ATTAINMENT FOR THE FOUR GROUPS

GROUPS	CONTROL GROUP n = 10	TRADITIONAL REMEDIAL n = 9	PEER TUTORS n = 8	TEENAGE TUTORS n = 10
PRE-PROJECT	24 Months	30.4 Months	23.1 Months	19.8 Months
POST-PROJECT	24.1 Months	33.1 Months	23 Months	16.6 Months
DIFFERENCES	-0.1 Months	-2.7 Months	+0.1 Months	+3.2 Months

TABLE 2

THE AVERAGE AND RANGE OF IMPROVEMENTS IN READING AGE OVER A 4 MONTH PERIOD

GROUPS	CONTROL GROUP n = 10	TRADITIONAL REMEDIAL n = 9	PEER TUTOR n = 8	TEENAGE TUTOR n = 10
AVERAGE IMPROVEMENT	3.9 Months	1.33 Months	3.75 Months	7.2 Months
HIGHEST IMPROVEMENT IN THE GROUP	18 Months	12 Months	15 Months	21 Months
LOWEST IMPROVEMENT IN THE GROUP	-3 Months	-3 Months	-3 Months	0 Months

The results showed that Paired Reading using teenagers as tutors effected a significant improvement in the children's reading performance. There was also a much less significant improvement in the reading performance of the children receiving Paired Reading tuition from peers.

There had been, however, some difficulties with the peer tutor group. Whilst the project was under way I was seconded to Manchester Polytechnic to attend a course, and as a result was frequently unable to supervise the reading sessions. The amount of Paired Reading tuition that the children in this group received therefore varied from child to child depending upon the frequency with which a pair succumbed to the temptations presented by their freedom from the influence of adults. I would suggest it is not unreasonable to suppose that had all sessions been supervised, peer tutor group results may have been more significant.

SCHOOL POLICY FOR USE OF PAIRED READING

The school had already decided to make a positive commitment towards parental involvement. Falling rolls had allowed us to create a parent's room, a grant from the local authority had allowed us to carpet and furnish it, and we had a weekly visit from the local authority parent involvement team, who gave talks, showed videos, presented workshops etc., to interested parents. Much of this work, however, was aimed at parents of pre-school and reception aged children. It was decided therefore to use Paired Reading in a dual role; to aid failing readers of Junior School age, and also as a way of establishing an initial link with their parents.

Children were targeted whose reading age was 24 months or more behind chronological age, as measured by the Primary Reading Test. A video was made, demonstrating first of all how not to listen to a child read, followed by demonstrations of the various stages in the Paired Reading technique. I was helped in this matter initially by Min O'Hara and later Mick Roffe, both Educational Psychologists and both very enthusiastic about Paired Reading. Parents were then invited to school, to be introduced to the technique and shown the video.

Because it can be very time consuming, we decided to try to "get it off the ground" with just this one demonstration, and to follow it up with regular home visits from the staff. The idea of these home visits was to ensure that the technique was being properly used, to maintain motivation and enthusiasm and of course establish and strengthen the home/school link. Some of these home visits were carried out after the end of the school day, but many were done during school time, as we had made the decision to use the local authority's Special Needs Support teacher as a relief teacher, so allowing school staff to arrange home visits during school hours. However, such an approach means that the number of families involved is limited to the number of home visits staff are able to carry out, and I wanted to spread the net wider.

The local comprehensive school had a large number of older pupils involved in community service work, and we were able to arrange for some of these young people to come and assist. They were given a talk to explain what we wanted them to do, they were shown the video, paired off with failing readers, and they practised the technique in school where I was able to supervise

until they mastered it, which was remarkably quickly. Once that stage was reached, all ran extremely smoothly. The "tutors" would arrive in school, collect their "pupil" from the class, sit in the comfort of the school library or the parents' room, read with their "pupil" or "pupils" (for most of the teenagers had time to work with several children), sign a register left on a notice board, (indicating who they had worked with, for how long and any comments), before returning to their own school in time for the next lesson. From time to time I would try to attend some of the sessions, just to ensure that they were adhering to the technique. However, once organised there were very few problems, and from the point of view of the staff, it entailed little or no incursion into class time for themselves. These sessions have proved very valuable and I am most satisfied with the way it has progressed.

There were, however, some children of junior school age who I felt would benefit from using the Paired Reading technique, but for whom we still had no tutors. The structure of the school day was altered to accommodate this approach. The first half hour of the school day was set aside as a reading period. During this time, children read silently or to the teacher, or in the case of some, used the Paired Reading technique with a peer tutor. The pairs were selected by the teacher bearing in mind reading ability and relationships. The technique was taught to each pair, 'tutor' and 'pupil' together, and of course because the reading was done in the classroom, supervision was always on hand should it be necessary.

Initially, the children targeted to receive peer tuition were those failing readers who were not using the technique with parents or teenagers. However, because of the numerous requests by the children themselves, we now have children being 'tutored' by both parents or teenagers and peers, such is the popularity of the arrangement. Another interesting spin-off is that many of the children not officially involved have paired off spontaneously and now sit side by side doing shared or simultaneous reading. Reading has become a successful and enjoyable experience for all but a very few, and for half an hour each morning the teacher is able to work with individuals, doing miscue analysis etc.

Giving children reading tests to measure the success or otherwise of various projects can become an obsession. There is no need to prove that Paired Reading works. That fact is beyond question, therefore no attempt has been made to measure the amount of improvement. I am most satisfied with the results from the approach adopted, and it is an approach we hope to maintain. However, it only involves children of Junior school age. We are also keen to involve parents of infant children, and plans are underway to adopt a "shared" reading approach here. It may well be that we will again also use teenagers or even junior aged children as tutors. However, prior to starting this project there is a pressing need to increase our stock of reading books of an appropriate difficulty and interest level. This point must be considered prior to embarking on any such project, as demands on the school library are enormous.

The school is convinced that parental involvement is desirable, indeed essential. We are happy with the way things are progressing and our feedback from the parents suggests they feel the same. Indeed parental involvement is now beginning to progress beyond an involvement with reading. We now have a growing number of mums coming into school during lesson time and working with small groups on certain practical maths work, such as measuring or weighing, or taking small groups for cookery or needlework or knitting

sessions. Despite this modest success, however, one thing is clear, and that is that to adopt and maintain a parental involvement approach needs a great deal of commitment from the whole staff, and they must be aware at the onset that it will be their effort and their commitment that will keep the momentum going, especially in an E.P.A. school such as ours, and particularly in the early stages. However, the results make it all worthwhile.

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THE HARINGEY READING PROJECT: LONG TERM EFFECTS OF PARENTAL INVOLVEMENT IN CHILDREN'S READING

JENNY HEWISON

There are three parts to this paper: First, some background and a very brief reminder of earlier findings; second, some new results, relating to the project children three years after the end of the intervention; third, some comments and discussion of implications.

BACKGROUND

The Haringey Reading Project was a relatively unstructured reading intervention. Parents were asked to listen while their children read aloud. They were given basic advice but no training as such. Some reading sessions were monitored, but suggestions were only made about changes to parents' behaviour if a particular aspect of it appeared to be counter-productive. Parents were, then, left very much to their own devices on technique. Books, however, were supplied by the schools together with suggestions as to how much children should read. Parents were also given advice to avoid childrens' favourite television programmes, that sort of thing, but most in fact knew to do that anyway.

Both of the above features are very different from Paired Reading. A third feature was also different. Parents were asked to help for two years. Children brought reading material home about every other night. The children were in the top infants and bottom junior school years at the time of the project, that is they were between six and eight years old.

There are one or two additional points to be made. The project took place in a very deprived part of Haringey. The schools had a very serious reading problem. The surrounding area was ethnically very mixed including Afro-Caribbean families, Asian families, Greek and Turkish-Cypriot families, native London families and lots more.

In addition to looking at parent involvement, the Haringey Project also included a small study of extra teacher help in improving reading performance. Some follow-up results to this part of the project will also be reported.

Before giving the new results, it is necessary to remind you briefly of the earlier findings. Table 1 compares project children with within-school controls, at the end of the two-year intervention period. In both schools one and two, there were fewer below age level readers in the parent involvement classes than in the controls. It was noted in particular that the proportion of very weak readers, that is children with scores of 84 and below, was particularly small in the parent involvement groups. Here it was about 6%, compared to the 20 or 25% found in control schools and compared also to the 15 or 16% expected in a national sample.

Table 1

Reading performance at the end of the two-year intervention period, expressed in terms of the percentage of children scoring at or above their age level. (NFER Test 'A')

Schools 1 and 2		
Parent involvement group	66.7%	(34:51)
Controls	29.1%	(25:86)
Schools 3 and 4		
Extra teacher help group	51.1%	(23:45)
Controls	43.9%	(29:66)

When the children were followed-up one year after the end of the intervention, parent involvement children were still found to be performing better than their controls, with the benefit again being most apparent amongst the weakest readers. At this time, only 9% of the parent involvement children obtained standardised reading scores of 84 or below, compared to 25 to 30% in Haringey controls and 15 to 16% in a national sample.

NEW RESULTS

After the project was over, no additional follow-up work was carried out by the researchers. Fortunately, however, the project children were later tested again by Haringey Local Education Authority when the children were about to transfer to secondary school, that is, three years after the end of the intervention. They were given the London Reading Test. This test is designed to test reading comprehension across a range of levels. It was administered and scored by school staff. The London Test has two standardisation tables, one for comparing individual children with other London children, and one for comparing individuals with a national sample. It makes a difference which table you use. Reading performance in London as a whole is quite poor and below the national level. So for example, a child who was in the top 10% compared to London children, might not even be in the top 15% when compared to a national sample. All the figures I will give you here are based on comparisons with the national sample.

One other word about the London Test: it is probably less culture-bound than the NFER Tests that were used in the project. The test that we used in the one-year follow-up, in particular, made quite a lot of assumptions about the width of childrens' reading experience. To get a high score, for example, you needed to know about the eruption of Pompei, and about the French Revolution.

Turning to the results themselves, Table 2 gives the percentage of children in the different groups scoring below age level in the three year follow-up. As can be clearly seen, the proportion of below age level readers is very much smaller in the parent involvement group than in the controls. In the schools which took part in the extra teacher help exercise, the difference between project children and controls is much smaller.

Table 2

Reading performance in the 3-year follow-up, expressed in terms of the percentage of children scoring at or above their age level.

Schools 1 and 2		
Parent involvement group	63.4%	(26:41)
Controls	36.2%	(25:69)
Schools 3 and 4		
Extra teacher help group	52.9%	(18:34)
Controls	41.1%	(23:56)

Looking at the data more closely, the proportion of very weak readers (children with scores of 84 or below) was still extremely small in the parent involvement group. Here, just under 10% of the children fell into this category, compared to more than 26% of their controls. The proportion of very weak readers in the extra teacher help group was not found to be reduced in this way. Statistical tests carried out on the numbers of children falling into different score bands revealed a significant difference between parent involvement children and their controls. The difference between extra teacher help children and their controls were not statistically significant.

It should be stressed that the number of children involved here is really quite small. In addition, quite a lot of children had left the sample since the intervention. Without going into details, I can say that the findings are not distorted by patterns of leaving. If anything, taking these patterns into account strengthens the above conclusions.

Remembering size limitations, it was still clear that in the follow-up data there was a substantial reduction in the proportion of poor readers amongst parent involvement children compared to their controls. At the top end of the reading scale, the gap between the parent involvement children and their controls was narrower, and the project children were performing below the national average level. However, the picture was not as disappointing as seen on the last test used in the project. It does seem that the London Reading Test makes fewer cultural assumptions than the NFER tests that we used.

COMMENTS AND IMPLICATIONS

My first comment is - this is all very tantalising! Everybody asks, why do they stay better readers? Is it because their parents continue to help and support? Or, is it because the children continue to read more? Or is it because once you have reached a particular level of competence, in a sense that may be self-sustaining ? (It must be remembered here that at the top end of the reading range, few children were in fact keeping up to the national average). I do not know why the children stay better readers! What I do know is that these children are entering secondary school without the enormous handicap which many others suffer. If you cannot read, what chance do you have? These children at least have a chance.

My second comment relates to the causes of reading failure. (Anybody who has heard me speak before knows that this is a hobby horse of mine). We still do not have a clear understanding of the mechanisms taking place during parental involvement in reading, but whatever it is - it works! In a review article which I read recently, on remedial reading, the author commented adversely of the usefulness of parental involvement schemes because she saw the problem as some kind of cognitive deficit in the child. I would contest that conclusion very very strongly, and I would use the data from the Haringey Project to support my arguments.

I wish to finish by making three points.

1. For most children the cause of their reading failure is not a specialised cognitive deficit. I am not speaking here about the 0.01% of children who have developmental dyslexia or whatever. I am talking about most poor readers in Haringey, Leeds, Middlesbrough, Huddersfield, Dewsbury.

2. Most remedial reading schemes based on an analysis of cognitive deficits have very little long term impact when applied to children of this kind. In fact, demonstrating any lasting effect of remedial education has proved very difficult in the past, as many reviewers have pointed out.

3. The fact that most middle class children receive active parental help and most working class children do not, may well be one of the initial causesof different rates of reading failure in the two groups. What parental involvement schemes do is perhaps help redress that balance. The consequences for children's long term educational future are only just beginning to be hinted at.

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Coming Soon

the Wordscanner

the Viewpointer

A DEVICE TO REGULATE EYE MOVEMENTS
IN CHILDREN WITH POOR VISUAL
ATTENTION WHEN READING

the Linetracker

57

AVAILABLE FROM A MAJOR SPECIAL NEEDS EQUIPMENT SUPPLIER

HAWARDEN INFANTS PARENT INVOLVEMENT PROJECT

Judith M Jones

INTRODUCTION

The idea of a reading project for the parents of the top infant children was first discussed in the autumn term of 1985. Increasing research evidence at national level such as Haringey (1982) and Belfield (1981), and at local level at Queensferry (1984-1985) had proved that encouraging parents to listen to their children read regularly could be a practical and effective way of improving childrens' reading.

Initially it was not certain which particular approach would be appropriate. The alternatives were the 'listening' approach as used in the projects previously mentioned or the 'paired reading' approach. The latter had been used successfully by the Senior Special Needs Support Teacher in Clwyd but with junior and secondary children. At the National Conference on Paired Reading held in November 1985 attended by the Senior Special Needs Support Teacher, various speakers reported on the effective use of paired reading with infants. Following discussion with the Headteacher, it was agreed that in this project both approaches could be used.

The project ran for a ten week period from January to April 1986. It was an infant school where parental involvement was already strong and where children were encouraged to take school reading books home. All children in the two top infant classes were to be included.

PROJECT DESIGN

Forty three top infant children were involved, divided into two randomly selected groups from both classes. One group were to use the 'listening to your child read' approach, the other were to use the 'paired reading' approach. For the duration of the project no other approach was to be used at home, and in school both groups of children continued reading with their teacher in the normal way.

All children were assessed individually before and after the project using the Neale Analysis of Reading Ability (Form A). Weekly record sheets were given to parents in both groups, to be returned to school each week for teachers to initial and comment if necessary. At the end of the project parents and teachers were invited to complete questionnaires.

AIMS OF THE PROJECT

1. To raise the level of the childrens' reading.
2. To make reading a shared, enjoyable activity, so that children will want to read, and are interested in books.
3. To develop parental involvement in reading in a more structured way.
4. To determine if the 'paired reading' approach is suitable for infant children.
5. To compare the two approaches.

PROCEDURE

Letters were sent to parents inviting them to attend meetings at school to introduce the project. The meetings were attended by the Headteacher, the two Classteachers involved, and the Senior Special Needs Support Teacher. Those parents who did not attend were contacted by letter and were given the opportunity to meet the Senior Special Needs Support Teacher individually. Those parents who did not respond were sent further letters enclosing the appropriate booklets and record sheets and were invited to subsequent meetings, as were all the other parents.

Two separate meetings were held, the first for the parents in the 'Listening to Your Child Read' group, the second for those in the 'Paired Reading' group. The meetings began with a welcome from the Headteacher, followed by a short talk from the Senior Special Needs Support Teacher. She spoke briefly of other parental involvement projects nationally and locally, and of the benefits children had derived. The overall aims and outline of the project were discussed, followed by an explanation of the particular structure of each approach, illustrated in each case by a short video. At each meeting guideline booklets for parents were distributed. The 'Listening to Your Child Read' booklet and video were produced in Clwyd, the 'Paired Reading' booklet and video were produced by the Kirklees Psychological Service Paired Reading Project. In both meetings emphasis was placed upon the importance of making the reading a shared, enjoyable activity. Cups of tea were provided and time was allowed for questions and discussion with the school staff and the Senior Special Needs Support Teacher.

Parents in the 'Listening to your Child Read' group were asked to return the record sheets to the Classteacher on the same day each week. On this day the Classteacher would change the childrens' books from a selection of graded 'real books' used throughout the school. A date was arranged for another meeting towards the end of the project, but it was stressed that if any problems arose, the school staff or the Senior Special Needs Support Teacher would be happy to meet the parents.

A day was arranged for parents in the 'Paired Reading' group to attend school individually for a demonstration and practice session with their child and the Senior Special Needs Support Teacher. A timetable for this day was distributed for them to indicate a convenient time. As this approach was more specific, a follow-up meeting was arranged for two weeks time, for parents to meet the Senior Special Needs Support Teacher and discuss any queries. Due to a breakdown in the school heating this date had to be re-arranged and the meeting took place a week later. Following this meeting two home visits were arranged for the Senior Special Needs Support Teacher to visit parents who had experienced particular problems.

Two weeks from the end of the project two separate meetings were arranged for each group. Questionnaires were distributed to parents and staff and time was allowed for discussion. Parents were encouraged to continue the project until the beginning of the Easter holidays and then to complete the questionnaires. Dates were set when the questionnaires should be returned to the school and for a joint final meeting for both groups of parents when they would be given the opportunity to discuss the results of the project with the school staff and the Senior Special Needs Support Teacher.

EVALUATION

Four sources of evaluation were used:-

1. Pre and Post-Testing.
2. Weekly Record Sheets.
3. Parents' Questionnaires.
4. Teachers' Questionnaires.

1. PRE AND POST-TESTING

Whilst accepting that standardized testing is not entirely satisfactory for children of this age, and that the project aimed to develop aspects of the children's reading which could not be tested, it was felt appropriate that a standardized test should form a part of the evaluation.

All children were tested individually by the Senior Special Needs Support Teacher at the beginning and end of the project using the Neale Analysis of Reading Ability (Form A). The results obtained were as follows:-

'Listening to Your Child Read' Approach

Pre-Test Average Reading Age - 8 years 0 months
Post-Test Average Reading Age - 8 years 6 months

Average Increase in Reading Age 2½ Times the Norm

'Paired Reading' Approach

Pre-Test Average Reading Age - 7 years 10 months
Post-Test Average Reading Age - 8 years 6 months

Average Increase in Reading 3½ Times the Norm

[Gains shown as a multiple of 'normal' rate of gain, ie 1 yr Reading Age in 1 yr]

The results can be represented in the form of a histogram (see Figures 1 & 2).

Although these results show that the larger gains were made by the children using the paired reading approach, the pre-test/post-test differences did not reach statistical significance, but would indicate that most success was gained by the paired reading approach.

2. WEEKLY RECORD SHEETS

'Listening to Your Child Read' Approach

The record sheets showed that most children read on average four times a week. Many parents found it difficult to make varied comments each night but generally the comments were positive and indicated that the child was reading well. The record sheets highlighted certain points:-

FIGURE 1 PARENT LISTENING

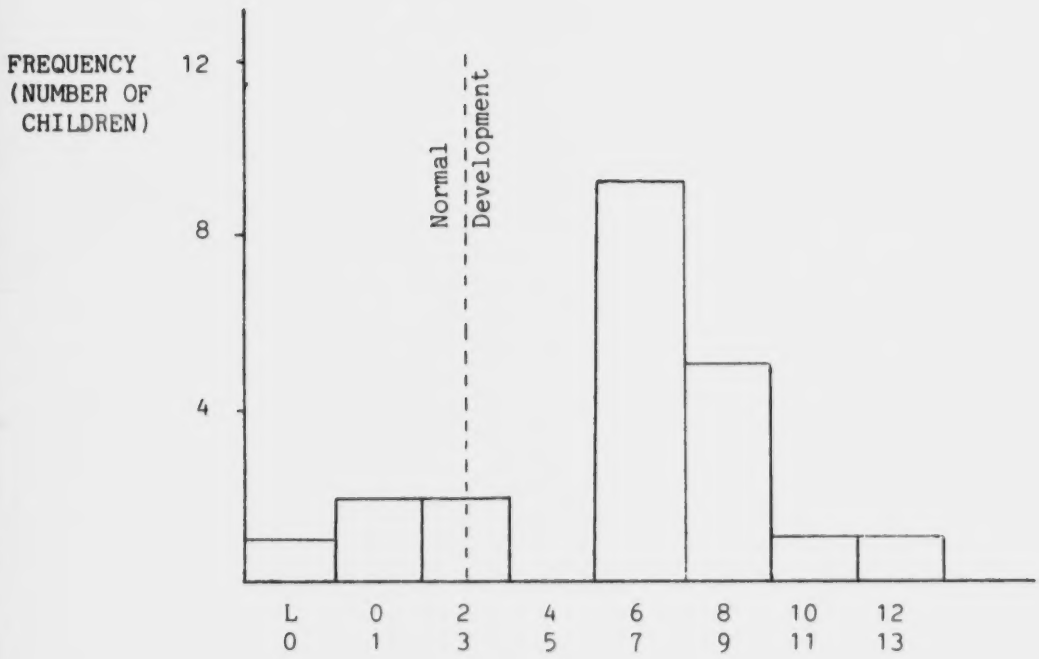
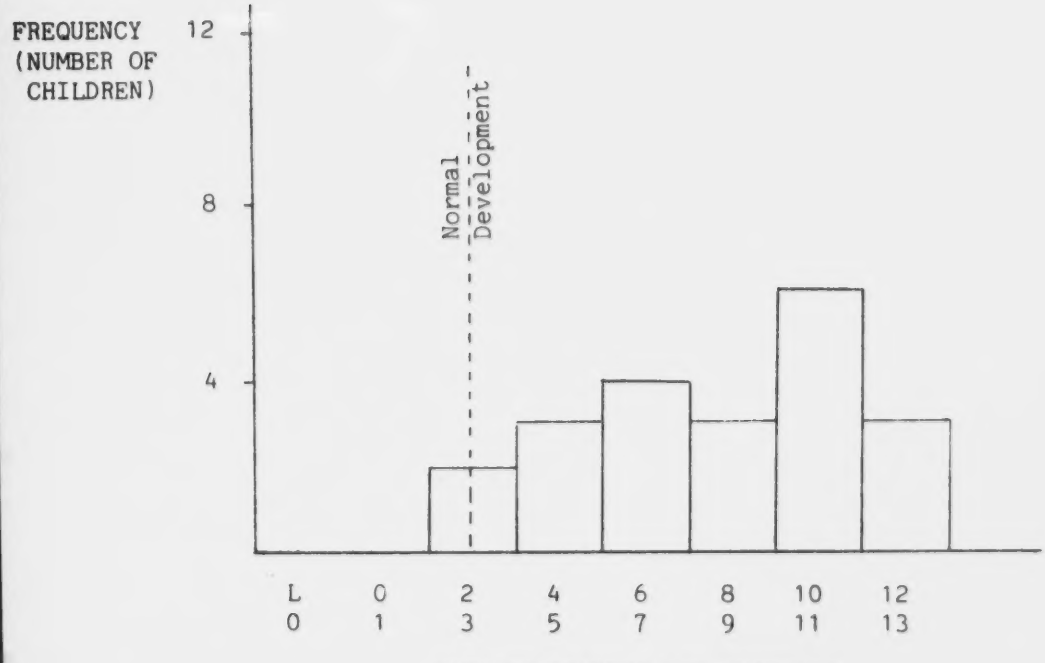


FIGURE 2 PAIRED READING



a. The book itself was very important - if the child was interested in the book he read better and enjoyed it more. This point was illustrated well by one parent's comment when one evening the child did not want to read "The more I think about it, Jane would have made the time if she had been interested in the book".

b. On several occasions many children had not read because they had forgotten to take books home from school.

'Paired Reading'Approach

The record sheets showed that children in this group read on average five to six times per week. The parents in this group seemed able to make more varied comments, possibly because of the more varied reading materials. The record sheets highlighted certain points:-

a. A wide range of reading materials had been used - information books, an Everton programme, a report of a football match from a Sunday newspaper, comics and books requiring a high level of reading skills such as 'The Water Babies' and 'Charlotte's Web'.

b. Children alternated frequently between the two stages of paired reading (ie Reading Together and Reading Alone) depending on the level of difficulty of the book.

c. The type of reading material the children preferred became obvious to many parents as the project progressed.

d. Increased expression and fluency became evident in the children's reading.

e. Paired reading was an enjoyable activity, comments such as "Lots of fun", "Lovely", and "We really enjoyed it tonight" were frequently used.

3. PARENTS' QUESTIONNAIRES

'Listening to Your Child' Read Approach

Twenty out of twenty two questionnaires were returned. Opinions were divided equally in answer to many questions. A summary of the main issues raised in the questionnaire was as follows:-

a. At the initial meeting introducing the approach, sixteen parents felt the advice was clear and understandable, the rest felt that it was fairly clear.

b. Many of the parents felt the video helped a little, half felt not at all.

c. With the exception of one, all parents found the record cards either "just right" or satisfactory, with enough room for comment. Again opinions were divided as to whether the record card helped "to keep you at it".

d. Half of the parents felt that at the end of the project their child's reading was clearer and better, half felt about the same.

e. No parents had frequent problems in getting their child to read or in finding the time to listen, but all reported difficulties on odd occasions.

The results of the questionnaires were in general, positive. One parent commented that the project had "reinforced the importance of spending quality time with the child and that it was enriching to both". Another said that as a parent they had enjoyed the project and that it had been "an opportunity to share the experience of reading". Many parents expressed the wish that a similar project had been organised when their child was younger.

'Paired Reading' Approach

Seventeen out of twenty one questionnaires were returned. A summary of the main issues raised in the questionnaires was as follows:-

a. At the initial meeting, elevent parents found the technique had been explained clearly, in an understandable way, the remainder felt it had been fairly clear.

b. Opinions were divided equally as to the value of the follow-up meeting.

c. All parents found the booklet and video helpful.

d. Varied sources for reading materials were indicated by all: home, school, library, shops.

e. Twelve parents found the paired reading technique easy to get used to, the remaining five found it took time. With three exceptions all parents enjoyed doing paired reading.

f. The majority of parents felt that by the end of the project their child's reading was either clearer, more confident and expressive, or a combination of all three. In general parents found that paired reading had led to the child getting better and liking all kinds of reading more.

4. TEACHERS' QUESTIONNAIRES

It was the opinion of both classteachers involved that the project had been most worthwhile and that they would be happy to take part if another were organised in the future. They found it easy to organise, but in the case of the 'Listening to Your Child Read' approach, very time consuming on the days the books needed changing. They felt that it would be easier to operate with smaller numbers of children.

Through their experience of this particular project the classteachers favoured the paired reading approach because:-

a. It demanded less of the teacher's time - school was not the primary source of books.

b. All children benefitted. The less able readers had the opportunity to read a far wider choice of books, the slow 'plod' through books at the level of their reading skill was eliminated, and they gained in terms of enjoyment and confidence. The more able readers were able to use the paired reading approach to read books at a high level of reading skills which interested them and they were seen to be reading with more expression and confidence which generalised to other areas of their work.

c. The children's written language was seen to improve - they wrote more imaginative stories having the opportunity of a wider range of reading materials to draw upon for creative ideas.

d. The parents involved in the paired reading approach were more enthusiastic.

5. CONCLUSION

The project succeeded in achieving all its aims.

a. The children in both groups made significant gains in their reading ability during the project.

b. The comments made by parents using both approaches confirmed that for themselves and their children the time spent reading together had been enjoyable, effective and fun.

c. The good rate of reading at home, attendance at meetings, and response in completing the questionnaires indicated the tremendous support given by all parents. Comments made by parents indicated that the project had renewed enthusiasm and reinforced the importance of reading regularly together with their children, both significant in a school where traditionally children had always taken books home. An indication of the project's success was that parents requested a similar project for their younger children next year. The staff who were directly involved - the Headteacher and Classteachers - regarded the project very positively. They were very enthusiastic about the effect of the project upon the children's reading ability and attitude.

d. The project determined without doubt that paired reading is appropriate for infant children.

e. In this particular project all components of the evaluation indicated that the paired reading approach was most successful. However, there was no unequivocal evidence to suggest that this would be the case in a similar project elsewhere, or even in the same school.

To strengthen a future project several additional features could be incorporated:-

(i) A period of equal duration prior to the project with the normal 'ad hoc' level of parental involvement in reading when data could be collected.

(ii) A control group using neither approach to run concurrently with the project.

The project succeeded in more than fulfilling its aims. It gave the Senior Special Needs Support Teacher the opportunity of working closely with staff and parents in the school, and gaining an insight which normally would not be possible. Reports of the project in the local press generated a wide interest from individuals and other schools within the county. Finally, all concerned found the project to be a most valuable and enriching experience.

APPENDIX 1 : REVIEW OF PROJECT

OCTOBER 1985 Discussions between Headteacher and Senior Special Needs Support Teacher regarding possibility of organising a parental involvement in reading project.

NOVEMBER 1985 Senior Special Needs Support Teacher attended National Conference on Paired Reading.

DECEMBER 1985 Decision made to undertake research project using two approaches. Programme planned for next term.

JANUARY 17 1986 Letters sent out to parents of all top infant children.

JANUARY 21 1986 Initial meeting with parents in 'LISTENING TO YOUR CHILD READ' group.

JANUARY 23 1986 Initial meeting with parents in 'PAIRED READING' group.

JANUARY 28 1986 Demonstration and practice session with individual parents and children in Paired Reading group.

JANUARY 27-31 1986 Pre-testing using Neale Analysis of Reading Ability. Letters sent to individual parents unable to attend meeting.

FEBRUARY 25 1986 Paired Reading follow-up meeting. Two subsequent home visits arranged.

MARCH 3 1986 Meeting with parents in 'Listening to Your Child Read' group. Parents' questionnaires distributed.

MARCH 14 1986 Meeting with parents in 'Paired Reading' group. Parents' questionnaires distributed.

MARCH 26 1986 Easter Holidays begin. End of project. Parents and teachers to complete questionnaires.

APRIL 11 1986 Questionnaire returned to school.

APRIL 14-18 1986 Post-testing.

APRIL 22 1986 Meeting with parents to discuss results of project.

A CRITIQUE OF PAIRED READING

Peter D. Pumfrey

A recent survey of a representative sample of 381 primary schools in England showed that 202 (53%) reported that "unpaid people assist with the teaching of reading on the school premises on a regular basis" (Stierer, 1985). This finding underlines the increasing use being made of parents and other caregivers in improving children's attainments in and attitudes towards reading. It is a field of applied research that is gaining increasing attention. There are many variants on this theme. One that is receiving increasing attention both here and overseas is known as "Paired Reading" (hereafter PR).

There is little doubt that PR has caught the imagination of a growing number of members of the teaching profession, although this is more the case in certain parts of the country than others. It is also the case that primary schools are more likely to be involved than other sectors of education. The strategy is being adopted in other spheres including special education and secondary schools, and with important variations. Of these, peer tutoring is one having considerable promise.

Fashions affect educational practice. Is PR a bandwaggon that will, after a brief period of popularity, be overtaken by another innovation? Or is it a breakthrough in pedagogy that opens up important opportunities for improving children's reading attainments and attitudes towards reading, as well as having a number of other advantages for all involved in the educational venture? The acceptance of educational ideas typically goes through five stages. In the first, the practice is only of interest to the initiators. Then, as others hear of it and sense its promise, the practice becomes increasingly known and used. In the third stage, reservations concerning the practice begin to appear as the promising findings of the pioneers are not always found by their followers. This is followed by a decline in the practice. Finally, the combined results of empirical investigations and the experience of teachers leads to a balanced appraisal of the educational validity of the innovation.

WHY PAIRED READING MIGHT BE EFFECTIVE

The effectiveness of the technique of Paired Reading (hereafter PR) draws on several theoretical orientations. These include the following:

a. an acceptance of the importance of the psycholinguistic basis of reading as a complex skill in which a "top-down" approach is employed;

b. the involvement of "significant others" in the reading activity;

c. modelling by the learner on a more proficient reader;

d. allowing the learner to control the provision of feedback of information about the text;

e. positive reinforcement of the learner's reading; and

f. increased "time on task" by a well-motivated learner.

The combination of the above components is far more potentially potent than the sum of the parts (Pumfrey, 1986a).

RESEARCH RESULTS: PRODUCTS

The efficacy of PR can be examined by looking at the starting points and end products as measured by tests of the learner's reading attainments and attitudes to reading. Evidence has been presented demonstrating the progression in the evaluation of PR from clinical studies of individuals, through methods experiments without control groups, to methods experiments with control groups and, finally, to more sophisticated methods experiments in which the effects of experimenter bias were countered by using a "double-blind" research design. To date, these results show promise. Follow-up studies of learners' progress after a period of PR is an important aspect of research.

WEAKNESSES IN RESULTS: PRODUCTS

a. The assumption that the "pairing" adds anything of significance has been questioned by studies that demonstrate similar improvements in children's reading attainments using other strategies that increase the pupil's "time on task".

b. The Hawthorne effect, whereby pupil and teacher involvement in any novel activity increases motivation and performance, has not been adequately controlled in many studies.

c. The measurement of pupils' "improvement" using tests is not as simple as appears at first sight.

d. Many of the recent results claiming to demonstrate improved reading in relation to comprehension and accuracy scores do so by using derived scores that purport to show the rates at which pupils were progressing before and after PR. Typically the latter is greater than the former. Such comparisons are frequently fallacious and based on a misunderstanding of the nature of the reading test scores from which they derive. For example, to be six months of reading age behind one's chronological age at the chronological age of seven years is NOT the same degree of "retardation" as being six months of reading age behind one's chronological age at ten years of age on a given test. This is because the range of reading test scores, if quantified in months of reading age, increases with chronological age. Hence, six months progress in two months at the two different levels give equivalent rates of apparent progress of three months of reading age per month of PR when, in fact, the second represents a lower rate of progress.

e. The long-term effects of PR have not been adequately explored, as yet.

RESEARCH RESULTS: PROCESSES

To observe the interactions between someone reading aloud, the reading material and a second individual seeking to assist the reader, appears easy. The observer can readily obtain a global impression of what is taking place by careful observation. To analyse what takes place with a view to identifying the processes taking place that are facilitative, is infinitely more difficult. It is also potentially far more rewarding. The use of audio and video recorders to capture the flow of interactions is the essential first step. Afterwards, it is possible, by using transcripts and re-running the events, to explore the nature of the events taking place.

Explorations of the above nature are very time-consuming, but of great promise in furthering our understanding of, and ability to control for the benefit of readers, their acquisition of reading skills (Hannon, Jackson and Weinberger, 1986).

It has been demonstrated that individuals can be trained to be more effective in the way in which they assist someone reading aloud. This applies to parents, or other adults, and to peers. Papers presented and published in this symposium and elsewhere support this important assertion. The degree to which this increased competence in assisting the reader is translated into improved reading attainments and more positive attitudes to reading by the reader is still under examination.

WEAKNESS IN RESULTS: PROCESSES

The time-consuming nature of the work described in the section above means that such studies are typically small-scale. They are limited in both the numbers of readers and helpers involved, in the length of the PR programme and in the populations from which both readers and helpers are obtained. There are therefore considerable limitations to the generalisations that can be drawn from the data currently available. The temptation that has to be resisted is for the enthusiasts to overgeneralise from restricted samples. In looking at data from sets of dyads involved in PR, it is possible to mask particular dyadic interactions that are clearly counter-productive, insofar as both reader and helper are concerned. When looking at grouped data, the importance of interactions within dyads must not be overlooked.

WAYS FORWARD

(i) Products

a. Studies of the outcomes of PR programmes must be carefully designed. Knowledge of how to carry out such studies on data from both groups and from individual dyads are readily available. Within LEAs, the School Psychological Services and Child Guidance Services, and the Education Departments of the various institutions concerned with Higher Education, will employ qualified and experienced Educational Psychologists whose advice can, to advantage, be sought. Teachers who have taken further training in educational research and mental measurement, and who are also experienced in the teaching of reading, represent a further available pool of expertise. Members of a range of LEA services known variously as, for example, Support Services, Remedial Education Services, etc. might also offer assistance.

b. Valid and sensitive observation schedules, measures, tests and techniques for assessing both cognitive and affective aspects of reading development must be carefully selected. A wide range of such measures is available (Pumfrey, 1985; 1986b).

c. Be cautious when using "improvement" scores.

d. Be even more cautious when using "rate of improvement" as an index of the efficacy of PR.

e. If percentages are used, always specify the sizes of the samples to which they relate.

f. Be aware of the importance of "time-on-task" as a key variable that must not be overlooked in evaluating the products of any methods experiment.

g. Consider "output" or "products" of PR from the viewpoints of readers, tutors and teachers (Ashton, Stoney and Hannon, 1986).

(ii) Processes

a. Record PR sessions on audio or videotapes.

b. Analyse processes so that the interactions between the reader, the text and the tutor are the focus of attention.

c. Identify particular processes that are related to positive outcomes, for example the use of Pause, Prompt and Praise (Wheldall and Mettem, 1985).

d. Sensitise tutors to these processes and increase the tutor's use of appropriately timed interventions.

e. Identify processes related to negative outcomes, for example, the use of negative comments and poor timing of interventions.

f. Sensitise tutors to these processes and help them to decrease their use of them.

g. Help tutors value the importance to the reader of "overlearning" by a great deal of successful experience with material pitched at the Independent Level.

h. Oral reading represents an important "window" on the individual reader's reading strategies.

CONCLUSIONS

PR is not a single technique. There are many variants. All utilise the combination of six potent educational ingredients specified in section 2 above. Variations can occur in many ways that do not preclude this crucial combination. For example, the "significant other", the tutor, may be a parent, some other relation or friend, male or female, an older student or a member of the peer group. The nature of the non-verbal signal used by the reader to control the tutor may vary. Different means of identifying the texts with which the dyads will work are available. The timing and length of the PR sessions and their frequency can be varied. The involvement of the teacher as a consultant to the tutor can take many forms. Despite such variations, the different forms of PR have more in common from the pedagogic viewpoint than otherwise.

The various points made in sections 2 to 7 above concerning the products and processes involved apply equally well to whatever variant of PR is under consideration. It is still too early to state that the empirical evidence unequivocally supports the superiority of PR to other means of improving children's reading attainments and attitudes towards reading. Without doubt it is a technique that holds considerable promise.

The session at which the paper from which this summary is drawn was presented was attended by 27 delegates. Of these, 21 considered that PR was an effective means of improving reading and 6 indicated that they were uncertain. No one was convinced that PR did not work. To draw any

conclusions from such a "straw poll" would be completely invalid. The facts are reported as an index of the considered opinions of a small, involved but informed and critical group of professionals.

Whether PR turn out to be a "breakthrough" of pedagogic importance, a "bandwaggon" of educational fashion that will rapidly be replaced, or something in between, remains to be seen. In attempting the very necessary but difficult tasks of assessing and analysing both the outcome and the processes involved in PR, the sage words of Metternich bear repetition. In designing studies of the products and processes involved in PR, we should take advantage of the expertise in the design of educational research that is available in all LEAs.

"The fool learns by his own mistakes; the wise man learns by the mistakes of others".

Of the five stages in the evaluation of an innovation described in the Introduction, it appears that groups in different parts of the country are mainly at Stages 2 and 3 in relation to the use of PR. With a judicious balance of enthusiasm and explicit evaluation of both the products and processes of PR, the "dropout" typical of Stage 4 can be minimised. The attainment of Stage 5 will thus have been expedited.

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THE RYEDALE ADULT LITERACY PAIRED READING PROJECT

John Scoble, Keith Topping and Colin Wigglesworth

This article describes the context, methods, monitoring and evaluation of the use of Paired Reading (a technique for non-professional tutoring of reading) in the natural environment of adults with reading difficulty.

The Size of the Problem

Evidence from the National Child Development Study yields the best current estimates of the numbers of adults with a reading difficulty. In 1981, 12,500 23 year old subjects from the 1958 cohort were interviewed. 4% of the respondents reported difficulty with reading, and a further 6% with spelling and writing only. This implies that 1.3 million adults have some difficulty with reading. 43% of the respondents said that their literacy difficulties created significant problems in everyday life, especially in relation to work. This implies that over half a million adults are experiencing similar problems. Nevertheless, of those respondents reporting literacy difficulties affecting their everyday life, only 15% had attended some form of course designed to help. The actual numbers of adults attending courses for remediation in all basic literacy areas in 1980 was about 85,000, and although this figure may represent an underestimate of current levels of take-up, it is clear that only a very small proportion of adults with reading difficulties are being recruited onto courses of any kind (A.L.B.S.U., 1983).

Current Methods of Service Delivery

The Adult Literacy movement began a phase of major growth ten years ago, with the allocation of central Government funding. Initially provision was made by Adult Education evening classes of standard format. In time, with increasing unemployment, day-time provision began to emerge and was subsequently complemented by short integrated courses and summer schools. The increasingly popular drop-in education "shop" or centre provided another link for the community. Distance learning through correspondence, audio-visual materials and telephone contact is now available in some areas, and new technology is beginning to be used for computer assisted learning. The movement has extended its work to increasingly varied client groups, and work has been developed with adults with physical and mental handicap and members of ethnic minority groups.

A major component of adult literacy work has always been the deployment of volunteer tutors. Before 1975, a few voluntary literacy schemes operated, and heralded the increasingly significant role of volunteers. Local Authorities then really began to recruit, train and utilise volunteers, a large majority being used to tutor students on a one to one basis in the home. Very large numbers of volunteers have come forward. In the first three years well over 75,000 volunteers were trained, and in 1984 11,000 new ones were trained. The vast majority of students receiving one to one tuition in the home are still serviced by volunteer tutors.

The Effectiveness of Current Methods

An evaluation of the progress made by students enrolled in adult literacy courses was undertaken by the National Foundation for Educational Research in 1978 and 1979. The study sampled 1,263 students who had enrolled during the previous six months. A range of criterion-referenced tests were used,

supplemented by subjective feedback from students and tutors on questionnaires. The tests showed that 10% of the students were total non-readers, while the tutors estimated that 15% of the students were non-readers with a further 15% having only a minimal social sight vocabulary. The tutors reported that 68% of the students were "well-supported by family or friends in their intention to improve their reading".

Pre-tests were carried out in March 1979 and post-tests in June 1979, using the criterion-referenced measures. 25% of the students had made "rapid progress", a further 50% had made "measurable progress", while 25% had made "no measurable progress". Given the criterion-referenced nature of the measures, it is very difficult to draw firm conclusions about the size and significance of student gains in functional terms. However, it was notable that the learners with the highest levels of pre-test achievement had made the biggest gains at post-test. It was also evident that students who were "well supported by family or friends" tended to make bigger gains than those students who were not so supported. (A.L.B.S.U., 1981).

The Paired Reading Technique

There has been growing interest in the United Kingdom over the last decade in a variety of means for involving parents in the reading development of their children (Topping and Wolfendale, 1985). Some of the techniques articulated in this context have proved effective in the hands of other non-professional tutors, such as adult volunteers, age peer or cross-age peer tutors. The Paired Reading technique is probably the best researched of these techniques, and has demonstrated applicability and effectiveness with a very wide range of target children. (See the bibliography in Topping, 1986a).

The Early Initiatives

Given that Paired Reading allows the student access to a much wider range of reading material than other approaches, the technique has at least the crucial advantage of being much less dependent on scarce resources at a basic level. Intuitively, the confidence-building aspect of the technique would also seem to offer great potential with an adult population, where in many cases the emotional problems of reading failure far outweigh any perceptual difficulties.

In the spring of 1985 a pilot project was set up in the basic skills department of a Technical College, involving five students from the department and five tutors who were 'O' or 'A' level students aged 18-20 years from elsewhere in the college. However, this 'peer tutor' Paired Reading Project proved successful for relatively few of the students involved, owing to a host of unforeseen organisational difficulties. Nevertheless, such a method of service delivery clearly had promise, and other workers were later to achieve substantial success with the deployment of Paired Reading in this form of organisation (Booth and Winter, 1987).

However, Paired Reading clearly had the potential to be deployed effectively in open community settings, as had been demonstrated in the case of parent tutors working with their children. In a workshop at the 1985 second National Paired Reading Conference, the theoretical parameters for the service delivery of Paired Reading for use by non-professional tutors with adults with literacy problems in the natural environment were delineated (Topping, 1986b). At least one member of the workshop responded positively to the ideas presented, and from this joint initiative the current Project was born.

After some weeks of discussion and planning, the Ryedale Adult Literacy Paired Reading Project commenced in February 1986.

Training Procedure

Students who were already in some way in contact with the Adult Literacy organisation in this rural area of North Yorkshire were approached by their existing contacts to see whether they would be interested in participating in the "experiment". The importance of using existing relationships in communication networks was therefore evident right from the start. As tutees and their potential tutors were to be trained together, both needed to attend the initial training meeting. This was arranged for an evening in the local Adult Literacy Centre, and twelve 'Pairs' attended. Some tutees brought more than one potential tutor. In a group meeting, the project leaders acted out a role play of "How Not To Do It", demonstrating every possible form of bad practice. The group was then told about the aims and methods of the project, and the two phases of the Paired Reading technique were described in detail and demonstrated via role play by the project leaders. Questions were answered, and diary cards for each Pair to record their efforts were distributed,together with a pamphlet to remind them about the facets of the technique. It had originally been hoped that it might be possible to have the Pairs practise the technique under the supervision of the project leaders that same evening, but the group members unsurprisingly demonstrated little enthusiasm for this, and this part of the training procedure was therefore omitted on this occasion. (For subsequent training meetings, graduates of this project may well be available to demonstrate the technique, thereby hopefully creating a more relaxed atmosphere in which new tutors and tutees will feel more willing to practise the technique.)

Monitoring and Follow-up

The Pairs had been asked to use Paired Reading for a minimum period of six weeks, this being the shortest time during which the project leaders felt that a discernible improvement might become evident. In the event, some of the Pairs did not start immediately, and a number certainly did not wish to stop when the six weeks was up. Two of the twelve Pairs dropped out during the six weeks, in one case owing to the disinclination of the tutee, and in another case owing to a more generalised disagreement. Ten Pairs thus completed the project. All the Pairs were visited at the end of the first week and at the end of the second week by one of the Adult Literacy organisers involved with the project. In some cases more visits were made. During the visits, each Pair's use of the technique was observed and praised or remediated as necessary. Checklists of good practice were used by the visitors when monitoring quality of technique. General encouragement was given, and problems specific to particular Pairs were discussed. As this was a pilot project, it was not always possible to provide a definitive solution to a problem reported by some Pairs.

A number of problems in use of the technique in this context were encountered. In some Pairs it proved difficult to establish the required rate of praise, particularly where a wife was tutoring a husband. Some tutees became so engrossed in their chosen text, that they forgot to signal for independent reading even when the text was well within their independent readability level. In these latter cases, the visitors suggested a variety of minor modifications in the technique ("extra rules") to get round these difficulties. It proved very difficult to find suitable reading material of low readability level for two students, and in one case this problem was

resolved by the tutor writing materials using a 'language experience' approach. The tutoring was also disrupted by the usual round of domestic events, and thus one student had two weeks holiday in the middle of the six weeks of the project and experienced difficulty getting back 'on task', while in another family a wife who was tutoring her husband separated from him towards the end of the project. (In this latter case, there is no evidence that the experience of Paired Reading accelerated the breakdown of the marriage, and this student subsequently reported much greater confidence levels and a determination to carry on improving his reading on his own.) In many cases, however, the tutoring was going well, and considerable enjoyment was reported by the Pairs, and indeed was evident during the visits.

Evaluation

In addition to the evaluation of the process of the project by observation by the home visitors, evaluative evidence was also available from pre- and post-project norm-referenced reading tests, and subjective feedback from the participants which was both verbal and written. The New Macmillan Reading Analysis was used as the objective test. Pre-tests were on form A or B, while post-tests were on the parallel form C. Most of the tests were carried out by one tester, but for every student both pre- and post-test was carried out by the same person. The real time elapsed between testings was on average twelve weeks. The Macmillan Analysis has the advantage of reasonably modern text and illustrations, although the scoring system is somewhat complex and the standardisation proved to have too high a "floor" for some of the students to register at pre-test (Vincent and de la Mare, 1985).

Table 1 presents the results of the reading tests, in section (a) for students who registered on the standardisation scale at pre-test, and in section (b) for students who did not register on the scale at pre-test. For students one to five, the average gain in reading age was 10.4 months in reading accuracy and 13 months in reading comprehension. These results can be expressed as "Ratio Gains", i.e. as the ratio of the gain in reading age to the inter-test real time past. On this basis, from pre- to post-test, these students gained in reading accuracy at nearly four times "normal" rates (3.75), and in reading comprehension at almost five times "normal" rates (4.70).

For the students who did not register on the standardisation scale at pre-test, it is more difficult to quantify the gains made. In any event these were more erratic, and not quite so encouraging, although it will be seen from the table that these students had more problems and their use of the technique in practice was less perfect. However, all students made some measurable progress in either reading accuracy or reading comprehension, though this was small in some cases. Nevertheless, these results compare favourably with the results of more traditional methods of helping adults with reading difficulties (A.L.B.S.U., 1981). Furthermore, they were achieved in a relatively short space of time, with a relatively modest input from professional agents. Viewed in this light, the cost-effectiveness of the deployment of the Paired Reading technique in this way is clearly substantial.

At the end of the initial intensive phase of the project, tutors and tutees gathered back together with the project leaders for a "feedback meeting". The intention of the project leaders was not that the Pairs should see the project as having a finite end after six weeks, but rather that this initial

Table 1. RESULTS ON THE NEW MACMILLAN READING ANALYSIS

NO.	TUTOR	PRACTICE AND PROBLEMS	PRE-TEST				POST-TEST				GAIN			
			ACC.		COMP.		ACC.		COMP.		ACC.		COMP.	
			Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age
(a) STUDENTS REGISTERING ON SCALE AT PRE-TEST														
1	DAD	Good: None	31	7:6	8	7:10	34	8:0	12	8:7	3	0:6	4	0:9
2	WIFE	Variable: Yes	51	8:8	18	9:7	51	9:0	25	10:7	0	0:4	7	1:0
3	WIFE	Good: None	20	6:10	5	7:3	25	7:6	7	7:10	5	0:8	2	0:7
4	MUM	Good: None	48	8:6	10	8:2	55	9:3	14	8:11	7	0:9	4	0:9
5	WIFE	Good: None	31	7:6	14	8:10	61	9:7	29	11:2	30	2:1	15	2:4
(b) STUDENTS NOT REGISTERING ON SCALE AT PRE-TEST (B.S. = BELOW SCALE)														
6	WIFE	Variant: None	16	B.S.	5	8:0	21	7:2	8	8:0	5	N.A.	3	0:0
7	MUM	Erratic: Yes	8	B.S.	2	6:9	13	B.S.	1	6:11	5	N.A.	-1	0:2
8	MUM	Variant: None	13	B.S.	2	6:9	22	7:6	7	8:3	9	N.A.	5	1:6
9	DAUGHTER	Variant: Yes	17	B.S.	5	7:3	17	B.S.	6	7:8	0	N.A.	1	0:5
10	FRIEND	Good: None	0	B.S.	0	B.S.	12	B.S.	6	7:8	12	N.A.	6	N.A.

intensive period of use of the technique should render them fluent in its use and able to see some significant change in the reading progress of the tutees which would motivate the Pairs to continue using the technique in the longer run. At the feedback meeting, therefore, it was necessary for the project leaders to thank the Pairs for their co-operation, give them the highly encouraging results from the reading tests (in terms of group averages rather than individual scores), but most importantly to solicit the views of the Pairs as to what improvements could be made in the way such projects were organised, and to air questions of where the Pairs might wish to go from here.

Views about the relevance of the "How Not To Do It" role play at the training meeting were various, some students finding the 'drama' amusing and relaxing, others exaggerated and unrealistic, and yet others very pointed and eliciting identification by members of the audience. Most students felt that the "How To Do It" aspect was reasonably well presented. However, once they arrived home, a number had difficulty with signalling for independent reading, and it was felt that more attention should be devoted at the training meeting to informing tutors as to what to do if the tutee failed to signal, for whatever reason. Some students had had difficulty in finding appropriate reading materials, and in two cases these had been specially written. The opinions of the Pairs on the usefulness of the diary cards were mixed, some feeling they were a "chore", while others found them useful, and one student reported the card being useful as a bookmark! The group consensus seemed to be that some form of recording was desirable but that it should be done over longer periods rather than daily. Some Pairs reported initial difficulty in establishing synchronous Reading Together, but in virtually all cases this resolved itself with practice.

The tutees had a variety of opinions about the impact their Paired Reading experience had had upon them. An improvement in confidence when reading was widely reported, as was an increased inclination to read signposts and other naturalistically occuring reading material. For those who reported it, this latter was a new experience. Some students reported feeling considerably more fluent when reading, and one tutee reported feeling more "independent". In general, the Pairs had got on well with each other, one Pair reporting being "delighted" with their joint experience. Many Pairs intended to carry on using the technique, although perhaps not with the same frequency. Pairs tended to wish in the longer run to find more convenient times for reading, and the intention seemed to be to fit Paired Reading more naturalistically in with the hurly-burly of everyday life.

The tutors were also asked to complete a questionnaire about changes which they had seen during the project in their tutee's reading performance. Nine of the ten tutees returned this questionnaire. All nine tutors reported their tutees were more confident in reading, and seven tutees were reported to be more willing to read and more interested in reading. Six of the tutees were reported to be understanding books more, enjoying reading more, and keeping a steadier flow when reading. Five of the tutees were felt to be reading more widely, and four of them were reading more in absolute volume. However, only two tutees were felt to be reading with more life and expression. Six tutors wanted to continue tutoring with the same frequency as during the project, while two wished to continue tutoring but with a lesser frequency. The remaining two tutors wished to continue to tutor reading, but in a different way. Four tutors were also interested in tutoring in another area such as maths or spelling.

A simpler questionnaire was also completed by the tutees, and all ten of these were returned, although in some cases they must have been completed with the assistance of the tutors, and there may therefore have been a degree of bias in the responses. All ten tutees reported that they liked doing Paired Reading. Virtually all reported that it was easy to find a good time and place to do the reading. All but one reported that they felt they had improved their relationship with their tutor. Eight of the ten felt their reading had improved, and the same number wished to go on using the technique. Seven of the tutees said they would tell other people about Paired Reading. However, opinions were more divided on other matters. Half of the tutees found it easy to get books but the other half found it hard. Half found it easy to learn the technique and half found it difficult. Half felt the record sheet was a help while half felt it was of no use. Generally, the tutees reported now liking all kinds of reading better, but this view was not unanimous.

Conclusion

This project has demonstrated that it is possible to deploy the Paired Reading technique with non-professional tutors who are in regular naturalistic contact with students in need of help with basic reading skills. Methods of service delivery can now be refined to make the use of this technique even more effective and cost-effective. The effectiveness of the technique even in its pilot form compares favourably with traditional methods in the adult literacy field.

The deployment of the Paired Reading technique in an open community education format clearly holds great promise, and merits wide dissemination in the United Kingdom. The method may also have profound implications for education services in Third World and other developing countries. Furthermore, for at least some tutors, training in the technique by distance learning and/or educational technology is a real possibility.

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PAIRED READING AND DIRECT INSTRUCTION CORRECTIVE READING - COMPARATIVE AND JOINT EFFECTIVENESS

Malcolm Sweetlove

Withins School is an 11-16 comprehensive with a predominantly working class catchment area, made up by a very large council estate, of which the school is part, as well as private housing within a three mile radius.

Children come to the school having been tested on a cognitive abilities test which is used to put them in academic and social groups. An 11+ reading screening test is also used to identify children who may have specific learning difficulties. Extensive diagnostic testing is done to identify their specific problems and the timetables of 5 special needs staff are made available to them.

The school has 1600 pupils, 30% of whom have special needs of one sort or another. Many children are non-readers when they arrive or have reading ages of less than 8½. One of my primary objectives was and is to make absolutely sure that they leave school being able to read well. (In previous years, fifth formers with reading ages of 8½ were not unknown). Of course, this is aided by our dual use of Paired and Corrective Reading.

Withins Paired Reading Project 1985/86

My original interest in Paired Reading stemmed from my attendance at the SENIOS course at Manchester Polytechnic.

Here we were shown one of Keith Topping's videos and that was it! The cynicism was unbelievable. Many course members dismissed it as 'old hat' and 'it's all been done before'. This was the red rag I needed (my birth sign is Taurus).

I decided to run a small project in 1984 from which I gained very good results. The next project was much more ambitious. It was decided that 90 children from the first year and their parents would be invited to participate. (The 90 were picked from the fact that their reading ages were 18 months below their chronological age). Thirty-six eventually joined the project.

The Bolton Remedial Reading Service were then invited to come and test 67 pupils on Neale's Analysis of Reading Ability, which they did 'blind', not knowing which children would receive which programme. The 67 were organised into 4 groups:

* Pupils doing Paired and Corrective Reading
P Pupils doing Paired Reading only
\+ Pupils doing Corrective Reading only
. Pupils doing neither Corrective or Paired Reading.

The Remedial Reading Service involvement was an attempt to build some objectivity into our evaluation exercise. I would recommend it, as it does put your mind at rest and also it gets your testing done with a good deal of efficiency. Form B was used for the pre-test and Form A for post-test.

Before the meeting with parents was held it was necessary to enlist the help of first form teachers. They would be the administrators and provide a check on whether the children were keeping up with the reading. Record cards would be sent out via the teachers and received back by them. The cards would tell the teachers how much reading was being done and how successfully the project was being implemented by parents. However the system was weak as there was no feedback to the parents (we have since solved this by having the cards signed by a deputy head teacher and then the card is sent home again). There was little incentive to bring in the cards, no deadline was set and little checking done on whether the card came in or not. I was disappointed with the system but we have learnt from it. We now have a member of the special needs team and a deputy head in charge of this aspect of the project. A benefit was that the form teachers and deputy received training in Paired Reading which may benefit them in the future.

It was now time to get the parents in and train them. I need to say that I am NUT representative for Withins School and was deeply involved in industrial action. In fact, the title of this paper should be 'How to Organise a Paired Reading Project in Industrial War Conditions'. Fortunately the headmaster was very supportive of the project and took my lessons whilst I held the training meeting during school hours. The drawback is that only 25 out of 36 families could come to the meeting because of its timing and work commitments. Also, any liaising after school (home visits etc ...) was out of the question.

I compounded all these problems by holding a meeting that was far too formal and starchy. Out of nerves I also gave the families very little time for the "workshop" element - where they practise the method there and then. However, I managed to put the method across by use of video extracts and talk. Parents seemed to go away quite happy and knowledgeable with their training booklets. They knew that the project was to run from November 1985 to May 1986. Of course, the 11 children whose parents could not come to the meeting would have to take the message home themselves - hardly adequate training. Still at least we were off!

I decided the only thing to do to correct errors I had made in the training was to keep in regular postal contact. This was crucial given that after two weeks of the project starting I discovered that children were doing "Paired Reading" in a number of different ways. Panic! Of course, given pressure of work and major industrial action problems I was late with invitations to meet up again. However a letter about a follow-up meeting was sent. I got 8 replies.

On 16 January, 8 families turned up. But it was a very useful meeting. Firstly, it was very informal. We sat round a table and talked as a group about reading, their children and the techniques of Paired Reading. Secondly, many found the 'reading together' element difficult. With these Pairs, I joined them and we read together as a three-some. Others were sticking to the 'pure' method and were enjoying it. Yet others were

adapting Paired Reading sensibly to fit their circumstances.

One of the elements of my attempt to keep in touch with Pairs was a questionnaire, which is reproduced below:

PAIRED READING QUESTIONNAIRE

1. Has Paired Reading led to you liking or not liking reading better?
2. Has Paired Reading made you better at all kinds of reading?
3. Has Paired Reading been an interesting thing to do?
4. Is it easy to get books?
5. Has the reader been choosing the books?
6. Is it easy to find the time needed to do reading every day?
7. Have you been reading together?
8. Have you been reading alone?
9. When the word is not known by the reader or a mistake is made, what do you do to correct that mistake?
10. Is the difficult word repeated by the reader and do you then go on reading together?
11. Is the reader signalling when he/she wants to read alone?
12. Has praise been used at all times whilst doing the reading?
13. Do you talk about what you read and discuss it?
14. Has the record card been a help?
15. Is there anything that we can do to make Paired Reading better?

I received 12 replies. The overwhelming response to question No 1 was yes, definitely, which is pleasing. Similarly for Nos 2, 4, 5, 10, 12 and 13. Some found Paired Reading interesting (No 3), others not. A positive response to No 10 contradicted slightly a negative response for No 7. However, 75% of the replies said they were reading together and following the correction procedures, which I was pleased about. Some found 'finding the time' difficult. Others were confused by the purpose of the record card system - which reflects the problems highlighted earlier. Only getting 12 replies was very disappointing and frustrating for me. On another occasion I will make telephone calls to follow up the questionnaire. I shall also enlist more fully the help of our first year form teachers to chivvy replies along.

This is not made easy by the fact that the first years and their teachers are housed in a separate building 2 miles away from the main site, while I was at main site permanently.

Just before the project ended I sent a note to the 36 pairs asking them 'how much Paired Reading they had done'. The replies were surprisingly encouraging. Although many had not been to the meetings or returned

questionnaires, they did report back saying that they had tried their best to do paired reading over the 6 months. The response was 66%. People had, obviously, been 'getting on with it'.

Six months elapsed, the project closed and the Reading Service came to re-test on Neale's Analysis. Results are expressed as gains based on the assumption that 1 month's progress in Reading Age corresponding to 1 month's progress in chronological age = 'Normal'.

Table 1 Paired and Corrective Readers (*)

Pupil No.	ACCURACY			COMPREHENSION		
	NOV 1985	MAY 1986	*(months) GAIN	NOV 1985	MAY 1986	(months) GAIN
1	9^{3}	9^{6}	3	10^{10}	11^{4}	6
2	9^{6}	12^{2}	32	8^{10}	11^{1}	27
3	9^{1}	11^{4}	27	9^{6}	12^{2}	32
4	8^{2}	8^{9}	7	8^{5}	8^{11}	6
5	7^{9}	8^{10}	13	8^{2}	9^{1}	11
6	7^{6}	8^{3}	9	8^{2}	9^{1}	11
7	7^{5}	8^{2}	9	7^{3}	8^{5}	14
8	9^{0}	9^{5}	5	9^{1}	10^{8}	19
9	8^{11}	10^{1}	14	9^{6}	11^{6}	24
10	8^{9}	9^{9}	12	8^{8}	9^{10}	14
11	9^{7}	10^{5}	10	10^{11}	12^{4}	17
12	8^{8}	10^{0}	16	9^{1}	12^{1}	36

Average Accuracy Gain = 13 months

x Normal = x 2.2

Average Comprehension Gain = 18 months

x Normal = x 3

Table 2 Paired Readers Only (P)

Pupil No.	ACCURACY			COMPREHENSION		
	NOV 1985	MAY 1986	(months) GAIN	NOV 1985	MAY 1986	(months) GAIN
1	10.9	12.2	17	11.4	11.8	4
2	11.4	12.4	12	11.10	12.6	8
3	10.3	11.11	20	8.1	12.0	47
4	8.10	10.10	24	9.5	11.2	21
5	11.6	12.2	8	11.6	12.0	6
6	9.10	11.0	14	9.6	11.4	22
7	(1) 9.3	9.7	4	11.1	10.11	-2
8	9.2	10.3	13	10.10	11.2	4
9	9.8	10.2	6	9.6	11.10	28
10	11.4	11.11	7	8.10	10.1	15
11	9.2	10.0	10	9.1	11.1	24
12	11.4	12.0	8	9.6	11.6	24
13	10.4	11.5	13	8.5	11.10	41
14	8.11	9.3	4	9.1	10.8	19
15	9.8	10.7	11	8.5	11.6	37
16	11.1	11.8	7	10.1	11.6	17
17	12.1	12.4	3	9.5	11.1	20
18	9.6	11.8	26	9.6	12.0	30
19	9.8	10.0	4	11.1	12.4	15
20	11.10	13.0	14	12.1	12.8	7
21	12.1	12.8	7	12.2	12.7	5
22	9.8	10.7	11	11.2	11.6	4
23	(2) 9.7	10.6	11	6.8	8.10	26
24	(2) 10.8	11.8	12	7.4	9.1	21

(1) This boy detests reading aloud. He preferred reading alone and is now reading much more than he did before. He made a complete mess of the test due to his nerves at reading alone - to a stranger.

(2) I wrote to the parents of these two children informing them of their low comprehension scores. I suggested an emphasis on comprehension and extracting the meaning of the text whilst Paired Reading. It appears to have paid off.

Average Accuracy Gain = 11.08 months

x normal = x 1.9

Average Comprehension Gain = 18.46 months

x normal = x 3.1

Table 3 Corrective Readers Only (+)

Pupil No.	ACCURACY			COMPREHENSION		
	NOV 1985	MAY 1986	GAIN	NOV 1985	MAY 1986	GAIN
1	8 3	8 6	3	8 5	8 11	6
2	7 11	8 6	7	6 8	8 8	24
3	8 2	8 2	0	7 10	8 10	12
4	9 0	9 5	5	8 5	7 10	-7
5	9 0	9 9	9	8 8	10 1	17
6	8 9	8 8	-1	8 8	9 1	5
7	9 1	9 6	5	9 5	11 4	23
8	8 9	9 4	7	7 3	9 5	26
9	8 9	10 1	14	9 3	11 6	27

Average Accuracy Gain = 4.88 months
x normal = x 0.8

Average Comprehension Gain = 14.7 months
x normal = x 2.5

Table 4 Control Group (Doing neither Paired or Corrective Reading) (.)

Pupil No.	ACCURACY			COMPREHENSION		
	NOV 1985	MAY 1986	GAIN	NOV 1985	MAY 1986	GAIN
1	10^{9}	11^{9}	12	12^{0}	12^{0}	0
2	9^{3}	9^{1}	-2	10^{5}	11^{1}	8
3	9^{8}	10^{5}	9	9^{10}	10^{8}	10
4	11^{1}	11^{7}	6	9^{6}	11^{10}	28
5	9^{11}	10^{6}	7	10^{11}	11^{2}	3
6	9^{11}	10^{5}	6	7^{4}	8^{8}	16
7	10^{5}	11^{1}	8	8^{2}	10^{10}	32
8	9^{5}	10^{8}	15	10^{8}	12^{7}	22
9	9^{1}	9^{7}	6	10^{5}	10^{5}	0
10	10^{3}	10^{5}	2	8^{10}	9^{3}	5
11	9^{7}	10^{2}	7	8^{10}	9^{3}	5
12	9^{11}	9^{11}	0	9^{10}	10^{1}	3
13	9^{3}	9^{7}	4	7^{4}	8^{7}	15
14	9^{4}	9^{11}	7	9^{3}	10^{11}	20
15	11^{1}	11^{8}	7	8^{5}	10^{10}	29
16	9^{3}	9^{3}	0	9^{3}	10^{5}	14
17	10^{6}	11^{8}	14	11^{4}	12^{0}	8
18	9^{0}	10^{8}	20	9^{3}	10^{11}	20
19	11^{5}	12^{0}	7	11^{10}	11^{8}	-2
20	10^{10}	11^{7}	9	10^{5}	11^{6}	13
21	10^{4}	11^{1}	9	11^{4}	11^{8}	4
22	9^{4}	10^{0}	8	11^{2}	11^{8}	6

Average Accuracy Gain = 7.5 months
x normal = x 1.25

Average Comprehension Gain = 11.7 months
x normal = x 1.95

The case for operating a combination of Paired and Corrective Reading is not proven by this "objective" evidence. And yet for the children who are at the beginning of the reading scale, the combination is a positive one. What is clear is that although the results are not spectacular they do show that Paired Reading is a worthwhile project. The results for those children doing Paired Reading outstrip those of peers who did not, significantly.

The fact is that the Paired Readers did improve their reading skills beyond the progress that their peers managed. Also, for children who are slow readers it is unrealistic to judge their progress against what is considered 'normal' for their age group. Their progress is possibly more spectacular than the figures show at first sight. The results are not water-tight given the small sample in each category. However, the subjective and impressionistic evidence from comments gained from the participants is extremely encouraging.

Even given the erratic nature of the results it is clear that children will benefit from either Paired and Corrective Reading or Paired Reading alone; these children will progress further than their peers who did not participate in such programmes. The position is less clear in group/category 3 - Corrective Readers only. Without the daily reading practice backup provided by Paired Reading, this group clearly did not do as well. They did, however progress and other reasons can be offered for their slow performance.

The results may have been affected by the length of time between testing - 6 months. Usually, Paired Reading projects are run for 2 to 3 months only. Given the progress that was made by the Paired Reading groups this document goes a small way to refuting those who have claimed that gains from Paired Reading are short-lived. We must now, of course, continue with a longitudinal study over the next 4 years to establish the worth of Paired Reading over that time.

But certainly in the school grounds, in corridors, at Parents' Evenings and over the 'phone parents were enthusiastic about their child's involvement in Paired Reading. Many wanted to continue with both Paired and Corrective Reading as they could see clear improvement. Their children were now reading more and reading better than before - and they were pleased. That is good enough for me!

Of course the project could have been better in respect of organisational blunders, problems and industrial action. But we have gone forward. We have learnt. We are now going to try and do it better.

Whilst other Paired Reading projects in school were not evaluated in the same way as this one, they were however being run at the same time. Briefly, they consisted of cross-age peer tutoring of our second/third years with fifth years as tutors. This was organised to go ahead on 4 days a week in Form Periods. All participants enjoyed the experience and gained much from it. Also, we are continuing our first year project in 1986/87 with improved training, organisation and industrial conditions. We also have a budget of £500 pa from the Local Authority in recognition of the scheme.

Corrective Reading - direct instruction techniques fit in very well with Paired Reading. They both involve behavioural psychology and ...

* daily reading practice (where possible)
* modelling of appropriate responses
* correction procedures to a standard format
* positive reinforcement
* analysis of reading skills and direct instruction of them.

We first stumbled on the techniques through panic at having some 15 year olds at comprehensive reorganisation who could not read! It was through liaison with the educational psychologist and the local special school (ESN(M)) which resulted in the implementation of the programme. Staff needed training and convincing of its worth. Both were given, over a period of time on a continuous basis. We had an initial problem with timetabling Corrective Reading lessons every day, but we have finally cracked it with the help of the headteacher. At the time of this project, children were only receiving 3 lessons a week. Of course, my disappointment with the results here has to be weighed against all the problems I have mentioned, plus the fact that I know (and parents know) that the programme gives the pupils a much more positive attitude towards reading (they believe that they are improving). Their confidence grows with every lesson as does their ability to read out loud confidently.

With the improvements that have been made to both Paired and Corrective Reading programmes I believe we have a healthy and effective reading package to offer slow readers at Withins.

Acknowledgements

I would like to say thank you to Keith Topping for inspiring me in the first place to attempt a Paired Reading project. I would also like to thank Bolton Remedial Service and in particular Mrs Thurston. Most importantly, thanks to the Special Needs staff and First year form-teachers at Withins, and to the headmaster Mr Makin.

PAIRED READING WITH PARENT AND PEER TUTORS AT HIGH BANK FIRST SCHOOL - AN UPDATE

Joyce Townsend

The development of the work at High Bank was described in Townsend and Topping (1986). Our results after 8 weeks showed the tutors making most progress, but they were the best readers. I have found that children with Reading Age nine and above normally improve the most with Paired Reading. The tutees' comprehension gains were less good - tutors don't ask questions after the stories like parents do. Ginn 360 is used as our Reading Scheme, and Comprehension sheets are used by all children - this helped everyone's comprehension result.

"Where to go next?" was the question. Since the Comparative Project, I have continued with Paired Reading, and organised Peer Tutoring with the whole class throughout the term. No-one is left out. If a partner is away, the left over child reads to me or to someone elee without a partner. Just for interest, we tested the children again in the June after they had continued with Paired Reading as a class for two more terms. As they left for Middle School their results were as shown as Figure 1.

Wayne had problems, being very moody. He was unsuitable to be a Tutor at the beginning of the Comparative study, but enjoyed tutoring a girl for the other two terms! Richard was enrolled as a tutor to help his shyness - it worked! David's reading was too low to score on Neale, and he is now at Special School. Andrew has now gone to a Remedial Centre.

I have found that Peer Tutoring works well at High Bank. Home visiting is fine if you have the staff to cope with all the children you want to visit. Peer tutoring is fair for everyone. They can all take part, and all get the Paired Reading badge (and pen!!) at the end of the term. I "hear" my readers the Paired Reading way, and make flash cards of words not known. Any mothers who come to help hearing children read, use this method too.

Overall, using these combinations of methods, these disadvantaged children have improved their reading at rates well above "normal" expectations, with the peer tutors doing particularly well on Reading Accuracy.

Clearly, the June results cannot be construed as a long-term follow-up of the original comparative project, since there has been further intervention in the ensuing period, namely the extension and continuation of peer tutoring with all the class. However, it is informative to compare the initial differential gains at the end of the comparative project with the differential gains evident over the whole period. In this exercise, it is important to remember that a gain of 6 months of reading age from a reading age of 6 years does not have the same implication as a similar gain from a reading age of 10 years, and the different groups did have different starting points (mean group reading age in September 1985).

The peer tutors from the initial project made the biggest gains in reading accuracy initially, and by the end of the academic year they had sustained their superiority in this respect despite other children having become tutors later. The children from the original control group,who were later involved in peer tutoring, subsequently improved their position in reading accuracy to rival the overall gains of the other two groups. In reading comprehension, a similar picture emerged, although the differences between the 4 groups in gains made were smaller and probably not significant. Nevertheless, the original control

group clearly made substantial gains in reading comprehension during the ensuing two terms, to gain overall as much as any other group. Furthermore, the original differential in reading comprehension gain favouring the parent tutored group over the peer tutees had largely disappeared in the longer run.

Reference

Townsend, J and Topping, K J (1986).
An Experiment using Paired Reading with Peer Tutors vs. Parent Tutors at High Bank First School.
Paired Reading Bulletin no. 2, 26-31.

Figure 1.

Gains in Reading Accuracy and Comprehension over 9 months

	Sept. '85		June '86		
	R.A.	C.A.	R.A.	C.A.	
Wayne	9.4	9.6	11.7	12.8	Normal Class Teaching plus Peer Tutoring (n=7)
Damien	7.11	7.3	8.9	8.8	
Richard	7.11	6.8	8.11	7.10	
Paul	9.9	9.6	12.0	12.2	
Sarah	8.11	7.4	9.3	10.10	
Donna	9.4	8.7	10.1	9.3	Mean Accuracy Gain = 14.1 mo (σ = 8.4)
Sally	8.5	8.2	9.3	9.1	Mean Comprehension Gain = 23.1 mo (σ = 12.8)
Richard	8.10	9.10	9.6	10.10	
William	9.5	9.3	11.9	12.0	
Matthew	9.5	9.6	11.9	12.4	Peer Tutors throughout (n = 7)
Lisa C.	10.5	9.10	12.4	12.2	
Shelley	11.4	12.2	12.1	12.4	Mean Accuracy Gain = 18.6 mo (σ = 9.0)
Lisa J.	9.9	8.10	11.11	10.11	Mean Comprehension Gain = 21.7 mo (σ = 11.2)
Emma	9.1	8.8	9.9	11.2	
Jason	9.9	9.3	11.9	12.0	
Stephen	7.2	6.9	7.9	8.2	Parent Tutored then Peer Tutoring (n = 7)
Craig	8.1	7.6	9.0	9.6	
David	6.0	6.0	6.0	6.0	
Steven	7.6	7.4	8.9	8.10	Mean Accuracy Gain = 13.4 mo (σ = 7.9)
Richard	7.8	8.2	9.1	11.1	Mean Comprehension Gain = 20.1 (σ = 11.1)
Catherine	10.2	10.8	12.0	11.10	
Andrew	6.9	6.3	7.9	7.3	Peer Tutors throughout (n = 5)
Damian	8.10	8.8	10.4	11.1	
Beverley	9.1	9.1	9.4	10.1	Mean Accuracy Gain = 13.4 mo (σ = 5.6)
Sonia	8.3	8.8	9.8	10.11	Mean Comprehension Gain = 19.4 mo (σ = 6.7)
Jenny	8.6	7.6	9.11	9.1	

PAIRED READING: THE SHROPSHIRE APPROACH

Trish Williams

The Challenge

From an educational aspect the County of Shropshire comprises 44 secondary level schools with 219 feeder schools. The school range is varied. In one area a first, middle and upper school system exists; another section of the County is geared to an 11+ selection examination. The other schools are Infant, Junior or Primary schools to accommodate 'rising' fives to 11 year olds, feeding either 11-16 or 11-18 comprehensive schools. The County has many small rural schools and comprehensive catchment areas are often large and 'sprawling'.

The 'new' town of Telford has schools providing for children considered disadvantaged as well as schools serving the more prosperous areas. Children from varying ethnic backgrounds must be provided for. Several functioning military bases exist in the County. Regiments are regularly reposted and the movement of children into and from the County provides additional difficulties in creating long-term continuity in developing children's basic educational skills.

Within this variety of provision, teachers are experiencing pressure from both national trends and changes within County to move away from structured reading materials and towards aiding the acquisition of reading expertise through 'real books'. Many teachers want to move in this direction but lack the confidence needed to abandon the structured approach.

Some Shropshire teachers, inspired by early articles published by Keith Topping and others, set up their own Paired Reading projects and individual programmes and achieved success. The interest in school/parent partnership has also been fostered in several schools with Home-Links projects related to language development being adapted to suit the schools' own needs. These projects were instigated on the initiative of enthusiastic heads and staff who were willing and able to give a large commitment both in and out of school time.

The success of Paired Reading used by some of Shropshire's teachers, combined with the belief of many others that Home-Links programmes are effective in promoting good parent/teacher relationships, was encouraging. It was seen as a valuable starting point for establishing a County-wide policy to support and encourage all teachers to consider the Paired Reading approach as an essential and integral part of the organisation of the teaching of reading skills.

One Flexible Approach To Meet Diverse Needs

A package was required which would be:

(a) effective - providing maximum success but ensuring minimum stress for children, teachers, parents, the advisory service, and school resources.

(b) a technique that would fit in with an overall school language policy, i.e. not to be used purely for remediation.

(c) a more effective and positive use of the resource of parental help and involvement (frequently willingly offered but not used well).

The Paired Reading technique appeared to meet these criteria and offered, as a bonus, an opportunity to foster better teacher/parent partnership.

In January 1985, following attendance at the First National Paired Reading Conference in Dewsbury by two members of Shropshire School Psychological Service, the Countywide introduction of Paired Reading began. Adaptation was undertaken to meet the needs of Shropshire schools although the majority of the features of the original Kirklees projects were maintained. The major factor to be discarded for these initial stages, not without regret, was the home-visiting aspect. When setting up projects within a climate of union sanctions, to request home-visiting outside school hours was impossible. Projects were intended to accommodate children of all backgrounds and abilities, and the interest and willingness of parents to support their children was extensive, with meetings in school being well attended. Home-visiting is seen as beneficial and part of the acceptance of parents as partners, and is envisaged for the future.

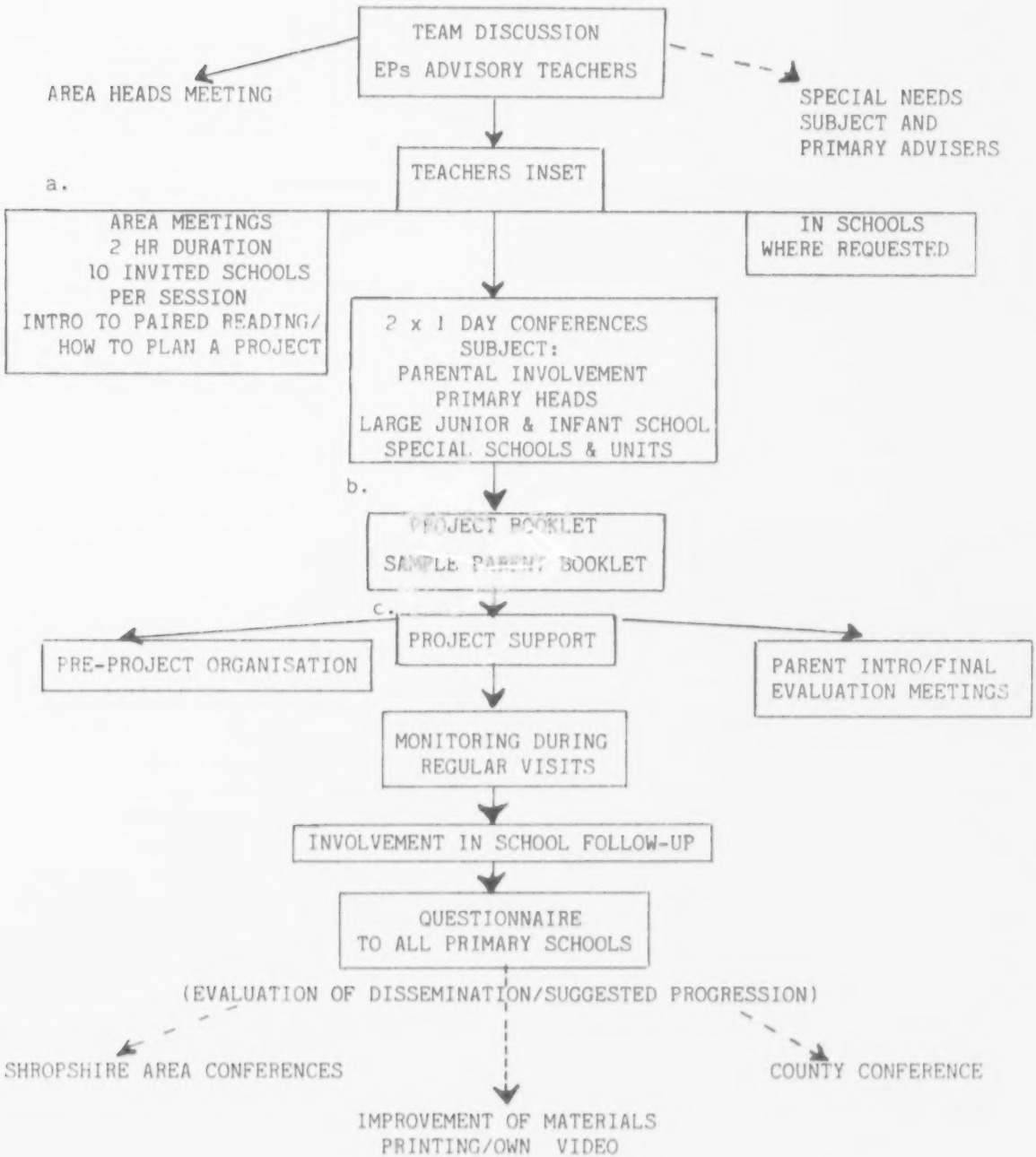
We have presented Paired Reading as an approach which can suit all teachers and schools. There is no attempt to change an individual teaching style. It is presented as the provision of an 'extra boost' for the children taking part, while the day-to-day teaching of language skills will continue as normal. Following Paired Reading projects a change in the attitude of teachers has certainly emerged. The organisation of the learning of language skills and the encouragement given to the child to enjoy a free choice of reading materials, are both approached with greater confidence.

Where Home-Links programmes exist, Paired Reading projects have operated within that framework, streamlining and providing a boost without undermining an individual school approach.

SPREADING THE WORD

This flow diagram shows the dissemination promoting the use of the technique in Shropshire.

DISSEMINATION OF PAIRED READING IN SHROPSHIRE



With reference to the flow diagram, the following comments apply:

(a) Area Meetings

One headteacher plus one member of staff invited. (One longer or two shorter sessions would have been more beneficial but supply cover time was limited. Union sanctions prohibited after-school sessions). In-school INSET sessions have been organised, wherein an educational psychologist or advisory teacher work with staff from two large schools, for example:

Format:-

1. Paired Reading - Why, how and the proof of success.

2. Organisation of a school project - the teacher's role.

3. The reality - the problems, successes and the follow up ideas. Comments by a headteacher who has been using Paired Reading throughout her school for two years, organising regular six weekly projects with different age groups, ie nursery to 11 years.

(b) Project Booklets

Each teacher attending INSET is issued with a project booklet containing ideas for diary sheets, planning and organisation, sample letters to parents, suggested parent meeting format, etc. A sample booklet for issue to parents who attend the pre-project meeting is also provided. No copyright exists on any part of these publications.

Schools are encouraged to personalise their projects with parent booklets, diary sheets, folders, bookmarkers, etc, bearing their own logo.

(c) Project Support

The Advisory teacher or psychologist aid in planning and organising a school's early projects, eg child or age group selection; book selection and placement; preparation of letters; advice about and provision of testing and evaluation materials.

The choice 'to test' or 'not to test' (and thus provide standardised results for evaluation) has been an option open to schools but stressed as n o t e s s e n t i a l. Many schools chose to evaluate Paired Reading with formal standardised testing on a pre and post basis for their initial project. The improvement in reading skills and the positive change in attitudes of those involved is so convincing that such testing for further projects was unnecessary.

Parent meetings in initial projects, both launch and feedback, are usually led by an advisory teacher who monitors the project during regular visits to the school.

Schools felt to be running successful, thorough projects continue to receive some support and encouragement from the advisory teacher and educational psychologist but are encouraged to work more independently with future projects. It is intended that support will be withdrawn when seen to be no longer required. For many schools difficulty in providing a suitable book supply is apparent. The Shropshire Library Service supported the venture by providing as many 'collections' of books (50 books per box) as were required. Many schools were inspired to examine their own supply, and discard old, damaged and out-of-date materials and raise money to purchase new books.

Gathering Momentum

By December, 1986 every Shropshire primary school (219) had been invited to send representatives to Paired Reading INSET. As interest was generated several special schools and secondary schools requested staff INSET sessions on Paired Reading.

To date:

- 135 headteachers have attended.
- 177 schools have been represented.
- 8 of these are comprehensive schools.
- 3 are special schools.
- 30 schools have requested further INSET within their own schools following the initial Area meeting.
- 8 schools have had Paired Reading staff INSET and not attended courses.
- 106 schools are at present using Paired Reading. Many more schools plan Paired Reading projects shortly, or for the future.

The learning support staff of one comprehensive school in Shropshire have been so enthusiastic about their six week project involving special unit children and children with learning difficulties that their English Department have expressed interest. A project involving peer and VIth Form tutoring is now planned to help some 2nd and 3rd year pupils increase reading fluency and comprehension.

Future Plans

All 219 primary schools have been circulated with a questionnaire related to INSET and the use of Paired Reading in the County, with the intention of assessing the impact the Shropshire Approach has had on schools. Response has been positive and ways forward include follow-up Area Meetings for teachers to exchange comments and ideas directly concerning Paired Reading. These are planned for the Summer and Autumn of 1987. Spring 1987 will see the staging of our first Shropshire Paired Reading Conference.

Paired Reading in Shropshire at present is dependent on a high level input by members of the School Psychological and Advisory Services. It is envisaged that schools will gradually incorporate Paired Reading as part of their own school language policy. They begin with a shared reading approach at entry into school at nursery or infant level. Parents will be encouraged to read with their children in a more relaxed way - a natural extension of the story-telling experience. Through their school career children will have opportunities to participate in several short Paired Reading projects supported by adults or partner readers who are relaxed and see reading as a pleasure.

We in Shropshire consider that a streamlining of our approach to the dissemination of Paired Reading in the County is justified. An improvement in course materials has already been undertaken; our own video, related to Shropshire needs, is required; alternatives for book provision must be considered - library resources are being greatly stretched. Extensions to the course must be planned. These should specifically cater for:

(a) schools needing ESL support

(b) schools wishing to use peer group tutoring as an alternative.

The flexibility and simplicity of Paired Reading presented us with an exciting way forward. Parents, teachers and children have been enthusiastic and Shropshire's Paired Reading programme has gathered momentum rapidly. Our objective to promote Paired Reading countywide has been achieved more quickly than we could have hoped. The thoroughness of the technique has been maintained whilst we have allowed for individual approaches. We now look forward towards future developments with the knowledge that we have a sound foundation on which to build.

Infant/Junior Cross-Age Peer Group Tuition

Alan Low, Linda Madden and Madeleine Davies

Introduction

Since 1983 paired reading techniques have been explored and developed at Rossmere Primary School in Hartlepool. Initially it was considered that paired reading might be useful to try to alleviate some of the difficulties experienced by some of the older Junior children with regard to their reading. Parents were instructed in paired reading techniques and they tutored their own children at home. The results were good, but there were still children whose parents could not/would not help. It was decided to set up a similar project using children from the same class to act as tutors to the children experiencing difficulties. The project lasted six weeks; the average gain for tutees in reading comprehension was 3 months, and for tutors 5 months. A full account can be found in Winter & Low (1984). It was established that capable readers would not be held back by tutoring less able readers and that the tutors made significantly greater gains than the tutees.

A third project was started using paired reading as the basis for the reading programme for a top year Junior class. Every child in the class was partnered for the Autumn term in 1984. Tutees made average gains of 5½ months over the 2 month period and tutors made average reading gains of 6½ months. Up until then paired reading had been confined to top year Junior children and parents. As a result of the gains achieved by tutors and tutees it was decided that younger children should use the techniques involved. For 3 months some of the 1st year Junior children practised paired reading at home with their parents. The average reading gain was 7 months. This led to the next project which involved top year juniors tutoring 1st year juniors. The project lasted for 1 month and the results showed average gains of 9 months for tutees and 9 months for tutors in reading accuracy, and 10 months and 13 months average gains in reading comprehension for tutees and tutors respectively. A full account of the project is given in Crombie and Low (1986).

The development of paired reading within Rossmere was gradual but touched most children in the Junior department. This was the background to the current project which involved top year juniors tutoring top year infants.

Method

Twenty six 4th year junior children (14 boys and 12 girls) aged between 10.7 and 11.5 years, and twenty six top infants (14 boys and 12 girls), aged between 6.9 and 7.8 years, were tested for reading accuracy using Form A of the Macmillan Graded Word Reading Test (1985), and graded reading passages taken from the Maclure Reading Type for Children. The reading level of the passages ranged from 4-5 years up to 10 years, giving a total of seven passages. (See appendix 1). A child's reading accuracy on the passages was measured using an error count technique. The examiner presents each narrative in turn until the child reaches a passage in which he makes twelve or more errors. In practice it is unlikely that a child making more than ten errors will master the next passage. The examiner records the number of errors made in each passage until the child's ceiling level for accuracy has been reached. A child is classed as making an error if he mispronounces, substitutes, adds or omits a word from the given text.

13 juniors (7 boys and 6 girls), were randomly selected to be tutors and 13 infants (7 boys and 6 girls), randomly selected as tutees. The tutees were then allowed to select a tutor from those available. The remaining children tested were used to form the control group. When the pairings had

been established the tutors were instructed in the use of the paired reading techniques used consistently since the first project in 1983:

1. The tutor would read aloud from a book along with the tutee, at the pace set by the tutee.

2. The tutor would stop reading aloud at a signal from the tutee (e.g. a tap on the table), who would then continue to read aloud.

3. The tutor would praise the tutee for reading alone, for reading difficult words, for self correction, and generally where it was thought appropriate.

4. In the event of the tutee making a mistake or prolonged hesitation, the tutor told the tutee the correct word.

5. The tutor then read aloud with the tutee again until he signalled the desire to read on his own again.

Each pair spent 15 minutes together each day for a period of only 4 weeks. Reading Scheme books were used (Ginn 360), and the books were chosen to coincide with the reading capability of the tutee. The order in which the books were read was at the discretion of the tutee. However, progress onto the next level could only be achieved by reading all of the books in each level. Each tutor was given a record sheet on which each day's progress was clearly charted. If any child was absent during the project period the appropriate pair made up the lost time by mutual agreement; consequently all children spent the same amount of time as tutees or tutors throughout the 4 weeks. Upon completion of the project each child in the control and experimental groups was retested.

Results

To look at the effectiveness of Paired Reading in relation to the techniques normally used in schools, we were concerned with the difference in reading gains between the experimental and control group rather than in any individual gains by the experimental group children. The results obtained show twenty three of the experimental group children making reading gains ranging from 3 to 21 months, with an overall mean reading gain of 8.3 months. Two of the three remaining children showed no change on post-testing, and one child showed a loss of 3 months. Fourteen of the control group children showed reading gains ranging from 3 to 18 months, with an overall mean reading gain of 4.0 months. Seven of the remaining children showed no change on post-testing and three children showed a loss, two of 3 months and one of 6 months. A comparison was made between junior and infant reading gains within the experimental and control groups. The F-test followed by a t-test indicated the significance (if any) of the reading gain.

Table 1. A comparison of mean reading age and reading gains for juniors and infants within the experimental and control groups.

	Mean Reading Age		Mean	Standard	Significance
	Pre-test	Post-test	Reading Gain	Deviation	Level
Experimental group					
Juniors (Tutors)	9.11	10.8	9.0 mths.	3.9	(0.01)
Infants (Tutees)	7.4	7.11	7.0 mths.	5.44	(0.05)

Control Group					
Juniors	10.10	11.25	4.5 mths.	4.33	N/S
Infants	7.55	7.9	3.5 mths.	5.17	N/S

Table 2. A comparison of mean error counts and percentage reduction in error count for juniors and infants within the experimental and control groups.

	Mean Error Count Pre-Test	Post-Test	% Reduction in Errors.
Experimental Group			
Juniors (Tutors)	12.3	3.6	71%
Infants (Tutees)	12.4	6.2	50%
Control Group			
Juniors.	4.1	1.7	59%
Infants.	12.75	7.3	42%

It can be seen from Table 1 and Table 2 that both tutors and tutees within the experimental group made higher reading gains than the control group children, the tutors showing the highest gains, with an overall mean reading gain of 9.0 months. The results obtained were further analysed to look at any difference in reading gains between boys and girls within the experimental and control groups.

Table 3. A comparison of mean reading ages and reading gains for boys and girls within the experimental and control groups.

	Mean Reading Age Pre-test	Post-test	Mean Reading Gain	Standard Deviation	Significance Level
Experimental Group					
Boys	8.6	9.0	6.0 mths.	3.9	(0.05)
Girls	8.10	9.8	10.0 mths.	5.21	(0.01)
Control Group					
Boys	8.11	9.3	4.0 mths.	5.51	N/S
Girls	9.4	9.7	3.3 mths.	4.46	N/S

Table 4. A comparison of mean error counts and percentage reduction in error count for boys and girls within the experimental and control groups.

	Mean Error Count Pre-Test	Post-Test	% Reduction in Errors
Experimental Group.			
Boys	14.5	6.0	58%
Girls.	9.9	3.4	66%
Control Group.			
Boys	9.2	5.3	42%
Girls	7.2	3.3	54%

It can be seen from Table 3 and Table 4 that the girls in the experimental group made higher reading gains, with an overall mean reading gain of 10.0 months, and had a greater reduction in error count than the boys, who had an overall mean reading gain of 6.0 months. Within the control group the boys had slightly higher reading gains with an overall mean reading gain of 4.0 months, although the girls had the greater reduction in error count.

Discussion

The results obtained support the hypothesis that Paired Reading is a useful technique in the teaching of reading when used within a primary school, and when utilising other children as tutors. The results obtained show that the children using the Paired Reading technique (experimental group), made greater gains in reading ability than those children reading individually (control group children). It should be noted that the results obtained suggest a basic reading age of 6 years is necessary if the Paired Reading technique is to be effective.

This was illustrated by the two children in the experimental group with a reading age of 6 years on pre-testing. These children showed no improvement on post-testing, although they had obviously become much more fluent readers as shown by a significant reduction in their error counts, (82% in the first case and 20% in the second). The children under consideration have obviously adopted a more positive attitude towards reading, and one could argue that for a six year old this in itself is more advantageous than merely improving the child's sight vocabulary.

The view has been expressed that using older or generally more able children as tutors may meet the needs in some tutees, but does nothing for the tutors. However, the results obtained show that tutors are not just being used, but are themselves improving their reading skills. The tutors showed the highest reading gains of all the groups. There are a number of possible explanations for this. Some of the tutors themselves had been experiencing reading difficulties at school. These pupils may have been encouraged and motivated in their new role as helper. This would do much for their self-esteem, particularly as it relates to reading. Paired Reading improves motivation in various ways. Firstly it is new, different, and has strong teacher support. Secondly, it concentrates on success and minimises failure; and thirdly; it encourages independent action whilst always allowing for helpful support. Also, having to attend to the tutee and remember details from each book in order to ask questions at the end must have developed the tutors' concentration and ability to comprehend what they were reading.

Apart from any direct benefit in reading ability, the tutors and tutees gain in other ways. The tutors took responsibility for teaching younger children which led generally to more responsible behaviour in moving around the school, helping in school and showing concern for others. Such benefits were noticed by the teachers at Rossmere School. It might be supposed that these changes would generalise to situations outside the classroom and school, and indeed, some children took up tutoring their younger brothers and sisters at home. Such a scheme has many benefits for children, the most important of which must be its ability to increase their motivation, whilst simultaneously directing their learning. The project is highly cost effective in that a class teacher is able to supervise thirteen pairs of children in a setting when each child is receiving 'individual' attention from his/her tutor/tutee.

References

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APPENDIX 1.

McClure Reading Type for Children

Passage 1. Reading Level 4-5 years.

here is a cat
the cat has a toy
the boy plays with the cat
the cat likes the toy
the girl and the boy play with the cat
the dog can run with the boy

Passage 2. Reading Level 5-6 years.

Here is a girl and here is a shop.
It is a sweet shop and a toy shop.
The girl likes the toys in the shop.
She can have fun with the toys.
The girl can go to the shop to get some dolls.
She can get big toys in the shop.

Passage 3. Reading Level 6-7 years.

The children make a house.
They make a house in a tree.
Daddy helps them to make it.
They have a big red rug in the house.
The children go up and down the tree to the house.
They all have fun in it.

Passage 4. Reading Level 7-8 years.

The boy and the girl see an old mill by the water. The waterwheel works the mill. They like to go to the woods for a picnic tea. It is nice by the trees and not too hot there. As they sit just in the woods, by the water, a small boat goes by. In it there is a fisherman and his dog. The man says that there does not seem to be any fish in the water today. The water takes him slowly along, and as the children watch, he still does not get any fish.

Passage 5. Reading Level 8-9 years.

The children know where there is an old empty house by the woods. Nobody has lived in it for very many years. They think it would be fun to explore the empty house, and they see that the door is open. They look inside, but it is very dark. They creep inside but do not hear or see anything at first. As they begin to walk inside, the old floorboards creak loudly.

Passage 6. Reading Level 9-10 years.

There are crowds of people and children at the fun fair. There are so many things to do and see that the children do not know where to start. Their parents take them over to the big dipper, and pay the money for them all to have a ride. The attendant shows them into the car, and makes sure the safety bar is fixed in position. The car moves slowly towards the steeply climbing track which takes them to the top to begin the long downhill and uphill ride.

Passage 7. Reading Level 10 years.

It was a long time before the small boat appeared again. The same man was rowing as the boat moved slowly and quietly towards the rocky ledge by the cave entrance. There was only a slight noise as the boat pulled into the cave. The man easily jumped on to an uneven rocky ledge and secured a rope to a hook in a hole in the dank, encrusted, overhanging wall of the cave

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Date 30 January 1987

KIRKLEES PSYCHOLOGICAL SERVICE PAIRED READING PROJECT

THE THIRD ANNUAL REPORT

The Project is funded by Urban Aid with £17,000 over five years. Its purpose is to help schools and other agencies to guide and support parents in the use of a particular technique (Paired Reading) of improving children's reading at home. Research studies have found this technique to be very effective, and it is also very enjoyable. Paired Reading is effective for children aged 5 to 14 years of all levels of reading ability or disability, irrespective of their intellectual level. Disadvantaged and ethnic minority groups have been found to benefit equally.

The services offered via the Project to schools include: briefing sessions, planning consultation, training for parents and children, materials for training and evaluation, finance to defray the expenses of teachers making home visits in the evening, and general support and review facilities. Additional services offered to some schools include assistance with home visiting and assessment for evaluation purposes, and the provision of promotional materials.

Schools Involved

The project is relevant to all 11 - 16+ High Schools and Secondary Schools, Primary and Special Schools and Units, totalling 214 target schools. During 1986, in addition to continuing to work with many of the schools first contacted in previous years, the Project Leader worked closely with a further 14 schools with the result of their developing a project. Of all the target schools, up to the end of 1986, over 36% had developed and run a project. This is a much smaller expansion than might have been hoped for, and undoubtedly reflects the impact of industrial action.

A further 9 schools have been in contact with the Project Leader to express an interest in Paired Reading but have yet to develop a project. The 1986 Paired Reading Conference attracted delegates from 24 new schools, who had not previously made any contact with the Project. Thus the Project Leader has been in contact with 141 of the 214 target schools (66%), although only 36% of these were known to have definitely developed a project by the end of 1986.

Number of Projects

During 1986, there were 6 High School projects, 12 projects in Middle and First and Middle Schools, 23 in Primary Schools and 1 in Special Schools. These involved 165, 241, 451 and 8 children respectively, making a total of 865 children participating during the year. Although this reflects a small overall increase compared to 1985, the expansion in numbers is a great deal less than had been hoped, reflecting the impact of industrial action.

Curiously, while the number of projects operated in High Schools, Primary Schools and Special Schools has fallen, the number of projects operated in Middle and First and Middle Schols increased in 1986. The total number of projects operated was less in 1986 than was the case in 1985, but the tendency to run larger mixed-ability projects meant that the overall number of children involved actually increased slightly. Primary Schools are still strangely under-represented in the ranks of project developers.

The tendency to run projects for mixed-ability or high-ability readers has increased greatly. In 1986, only 30% of projects were for children of below average reading ability or those considered "remedial readers", compared to 81% in 1984, and 65% in 1985. Interest in the deployment of tutors who are not the natural parents continues to grow, particularly with respect to using more able children as tutors, whether of the same age or older than the tutees. Of the 42 projects operated during 1986, 11 (26%) utilised peer or cross-age tutors. There were 5 cross-age tutor projects involving 100 children, and 6 peer tutor projects involved 223 children, thus reflecting the tendency for age peer tutor projects to involve a larger number of children than any other kind of project. Peer tutor projects are most commonly found in Primary and High Schools to date, with High Schools particularly favouring cross-age projects. Two projects have utilised teacher volunteers.

There are signs that the activities of the project will recover from the effects of industrial action to some extent during 1987. At the time of writing, 39 projects are scheduled to operate during the Spring term of 1987, reflecting a return to normal levels of activity. Unfortunately, there is evidence that some schools who had intended to develop projects during 1986 have been "knocked off course" by industrial action, and it may not now be possible to revive their interest. Set against this, there are indications that some schools are increasingly developing projects without seeking any support from the Project Leader or indeed notifying him of project operation, so the number of projects reported here may actually under-estimate the true level of activity.

Localities Involved

During 1986 there has been considerable slippage in the previous tendency for more projects to be run in the less advantaged census wards of the Authority. Of the 42 projects completed during 1986, only 19 (45%) were in the less advantaged half of the Authority's schools. This is a marked change from 1985, when twice as many projects were run in the less advantaged sector than in the more advantaged sector, and may reflect differential impact of industrial action. Interestingly, however, those projects which did run in less advantaged schools tended to do so in schools serving severely disadvantaged areas.

Of the 15 schools serving the Brackenhall, Windy Bank, Chickenley, Dalton and Purlwell estates, only 3 ran projects during 1986. However, these 3 schools (Deighton Juniors, Dalton Juniors, and High Bank First) were very active, running 6 projects in total during 1986. Generally, however, it is clear that Paired Reading has if anything contracted during 1986 on the 5 key estates.

The task of relating 1981 census data to school catchment areas using the SASPAC computer programme provided by Home Office is now complete, and this information has been presented to Committee. It is understood that consideration is being given to the wider dissemination of this information, for example to all headteachers. A substantial database is thus now available which is likely to generate information useful for management purposes elsewhere in the

Directorate. Acknowledgment is appropriate to the following for their invaluable assistance in the completion of this task: Richard Atkinson (Planning Division,Technical Services), Dr Lindsay Davies (Assistant Education Officer for Research, Directorate of Educational Services), Peter Holling (Schools Section, Directorate of Educational Services), and Graham Lawton (Computer Section, Finance Department).

The Schools which deserve mention as having invested outstanding energy in Paired Reading during 1986 are: Dalton Junior School, Deighton Junior School, Holy Spirit Junior and Infant School, Meltham Junior and Infant School, Royds Hall High School, Scholes First School and Whitechapel Middle School. In some cases much of the effort has been invested in peer tutor projects operating during class time to ensure compatibility with the industrial situation.

Results

In 1986, of the 42 projects, 35 (83%) were the subject of an effort to evaluate their success objectively with some kind of reading test. A further 2 projects were evaluated by subjective feedback from parents and children, and 5 projects were not evaluated at all. These proportions are very similar to previous years. In 1984 and 1985 combined, 1,165 children participated in projects, and evaluation data on objective tests was available for 1,060 children. In 1986, 865 children took part in projects, and evaluation data on objective tests is available at the time of writing for 535 children (this latter figure may rise subsequently). Thus, to the end of 1986, in total 2,030 children had participated in projects, and evaluation data on objective tests was available for 1,595 children. During projects, the children on average improved their reading at a rate of 3.1 times normal gains in Reading Accuracy and 4.6 times normal gains in Reading Comprehension. The overall results for 1986 are not so good as those for 1985, but are comparable with the results for 1984. Over all 3 years combined, project children have on average improved their reading at a rate of 3.4 times normal gains in Reading Accuracy and 4.7 times normal gains in Reading Comprehension.

During 1986, the gains of project children have been compared with their base-line gains on a further 6 data sets. In aggregate, these children progressed at 1.18 times normal rates prior to the project, and at 2.7 times normal rates during the project. These results are very similar to those for 1984 and 1985. Over all 3 years combined (23 data sets), children progressed at 0.98 times normal gains during base-line and at 2.8 times normal gains during projects.

During 1986, the gains of project children have been compared with the gains of control group children on a further 15 data sets. In aggregate, control group children appeared to gain at 2 times normal rates, while project children gained at 4.2 times normal rates. These results are very similar to those for 1984 and 1985. Over all 3 years combined, project children have gained at 4.3 times normal rates and control group children at 2.2 times normal rates. The apparently high rate of gain of control group children is a common finding in this kind of research design, and may partially reflect a practice effect on the test used, but also undoubtedly reflects some contamination of enthusiasm and interest in reading from the experimental group. Very few teachers are able to resist the temptation to use the good example set by project children to further encourage non-participating children, although this is scientifically inconvenient. Owing to the effect of industrial action and the absence of a Community Development Assistant (ibid. under "Staffing"), no short- or long-term follow-up results were collected during 1986. This most important aspect of

evaluation was thus severely hindered. The 1985 Annual Report noted that "short-term follow-up results (at 3 months) from 14 data sets from 9 projects indicate that on the whole in the month immediately after project completion, the children continued to accelerate in reading at above normal rates. Long-term follow-up results are available on 6 data sets from 4 projects, and indicate that although acceleration at abnormal rates does not continue indefinitely, the advantages accruing to Paired Reading children over non-Paired Reading children are maintained and do not 'wash out'."

Data on the relative effectiveness of parents, peers and adult volunteers as tutors during 1986 indicates that parents produce the highest gains (4.2 times normal rates), and peer tuition the next highest gains (2.7 times normal). No projects deploying adult volunteers as tutors were evaluated during 1986. The differential between the impact of parent and peer tuition shifted in favour of parent tuition during the year, but this was largely due to the decline in aggregate gains in peer tuition projects, which may well have been due to a few freak results. Gains from peer tutor projects may be expected to revert to higher levels during 1987. Over the years 1984 to 1986 combined, the mean rate of gain for parent tutored projects was 3.97 times normal rates, while that for peer tutored projects was 3.33 times normal rates. The latter includes the gains of the tutors as well as those of the tutees, where both have been measured. The data on peer tutor projects continues to indicate clearly that the peer tutors increase their reading ages on aggregate by more than the peer tutees. For the years 1984 to 1986 combined, the mean gain for peer tutors was 4.1 times normal rates, while that for peer tutees was 2.9 times normal rates. Peer tutor projects therefore afford a double benefit, and to be involved in Paired Reading as a tutor appears to be as effective as receiving tuition from a parent. There is some preliminary evidence that in High Schools where cross-age peer tuition is provided by much older pupils who are able readers, the tutees do better than in true age peer projects where the difference between tutor and tutees is only one of reading ability. However, in the former case it is clear that the tutors are much less likely to benefit themselves in terms of improved reading ability, although this cannot be stated for certain since in projects of this type the reading ability of the able and elderly tutors is rarely evaluated.

It should be noted that these results have been obtained on many different kinds of reading tests. During 1986, 9 different reading tests were used for evaluative purposes, involving both word recognition and continuous reading, of both a group and individually administered nature. The tests were (number of usages in brackets): Neale (10), Daniels and Diack Test 1 (8), Schonell (4), Primary Reading Test (4), Daniels and Diack Test 12 (3), New Macmillan Reading Analysis (2), Burt (1), Widespan (1), and Edinburgh (1).

Very few projects have failed to produce results which were considered satisfactory. The durability of the Paired Reading technique, coupled with support from the services available, results in a very high success rate. The volume of the evaluation data is now very large, and as it accumulates is entered into the mainframe computer at Huddersfield Polytechnic. In this respect, the assistance of Professor Colin Robson, and Derek Giles and Susan Hayward in respect of the computerisation and analysis of the data is gratefully acknowledged. Paired Reading continues to be by far the best researched technique for parental involvement in the United Kingdom, and the work in Kirklees continues to lead the field.

Costs

As in 1985, the impact of teacher industrial action has had a marked affect on unit cost per child served by the project, owing to the marked decline in the number of projects operating. As a number of project costs are fixed overheads, a low number of operating projects inevitably raises the unit costs.

Numbers of children served during 1986 were 865. The unit cost would thus have been approximately £18.75, were it not that very little of the money allocated within the budget for supporting home visits by teachers was actually used. Thus the actual unit cost for 1986 approximates to £15.50.

This still represents a very high level of cost-effectiveness. Costs continue to be further defrayed by the small profit made on the sale of videos in the Training Pack (ibid). The large number of projects already scheduled to run in 1987 suggest that unit cost should fall dramatically during this year, unless there is further industrial action.

Staffing and Equipment

The Project's part-time Clerical Assistant (Mrs Marjorie Whiteley) has continued to offer invaluable support, and her industry and versatility have greatly improved the efficiency of the Project. She has also been able to help a few schools with assessment. The post of Community Development Assistant unfortunately appears to have lapsed. Mr K.Preston's contract expired in January 1986, and a very long delay following during which it was expected that a new postholder would be appointed by M.S.C. Late in the year it was learnt that M.S.C. had decided to delete the post, although other proposals for Community Programme appointments in the Directorate of Educational Services were to be pursued. Strenuous efforts to find an alternative source of funding to continue the employment of Mr Preston all failed; however, he was recently awarded a Bachelor of Arts Degree by the Open University. Collaboration with the Department of Psychology at the University of Leeds continues, and Miss J. Elliott (Research Assistant) continues with her detailed study of parent-child interaction in groups of parents who have, or have not, participated in parental involvement in reading projects. Miss Elliott delivered a paper on her work to date at the 1986 National Paired Reading Conference in Dewsbury.

The equipment category of the Project budget remains under heavy pressure, with constant turnover of expenditure and income together with the cash flow problems inherent in maintaining adequate stock. In particular, the demands placed by the Project upon the Print Room are extremely heavy and not always predictable, and the unfailing co-operation under great stress of the workers in this department is highly valued. The Project also makes heavy demands upon typing time, especially during the production of the Paired Reading Bulletin, and the quality and speed of output of the typing pool even when faced with difficult and technical material have been exceptional.

Book Supply

Libraries Service continues to be extremely helpful in supplying schools with additional loan stocks of carefully selected books to support Paired Reading Projects. During most of 1986, the numbers of books available in this way have been largely adequate. However, as the effect of industrial action has lessened, the demand for books has begun to greatly increase. In view of the large numbers of projects scheduled to run during 1987, there is every indication that there will be a serious short-fall in book supply. Already a number of schools requesting book loans have had to be turned away empty handed. It may be useful for the Joint Education/Libraries Committee to reconsider this problem, perhaps with a view to budgetary adjustment in order to increase the book supply for this purpose.

Paired Reading Training Pack

Demand for the paper and video materials in the Training Pack continues to grow. During 1986, a second edition of the paper materials has been produced, making much wider reference to peer tutoring. During 1986, 595 Packs were distributed throughout the United Kingdom. In addition, 170 packs went to the United States, 8 to Canada, 7 to Germany, 2 to Australia, and 1 each to Chile, Jersey, New Zealand, Spain and Gibraltar. Enquiries were received from other areas, including Africa. Up to the end of 1986, 1,267 Training Packs had been distributed in total. As 1987 commences, a steady stream of enquiries continues to be received from all over the world.

As a result of a workshop at the 1985 Paired Reading Conference, the Project Leader worked with Adult Literacy organisers in Malton, North Yorkshire, to devise a scheme whereby spouses, friends and workmates used the Paired Reading technique with adults with reading difficulty on a regular basis in their natural everyday environment. Evaluation results were encouraging, and subsequently a video-recording of the work was made and incorporated into an Adult Literacy version of the Training Pack. This is now being distributed in the same way as the "parent-child" version. At the time of writing, 14 enquiries had been received from within the United Kingdom, 4 from the U.S.A. and 1 each from Australia and New Zealand. The lack of interest in this work from within Kirklees seems rather curious.

Paired Reading Day Conference

The Third National Paired Reading Conference was held at DABTAC in Dewsbury on the 8th November 1986, organised by the Project Leader. Half of the participants were from Kirklees and half from other Authorities. The total attendance was 220. A keynote address was given by Mr A. Miller of the Child Development Research Unit at the University of Nottingham, who was largely responsible for introducing Paired Reading to the first schools to take it up in Kirklees at the beginning of the decade. In the afternoon, a choice of 23 workshops covered good practice and new developments, including consideration of the use of Paired Reading with adults with literacy problems and the mentally handicapped. Many workshops dealt with peer as well as parent tutoring, and a number covered other forms of parental involvement in reading. DABTAC staff again served the conference extremely well, ensuring a very successful event. It is intended to "rest" the conference in 1987, as there is already more demand for services from the Project in Kirklees than can be coped with, and therefore little point in stimulating more. Additionally, given the new arrangements for the funding of inservice training being promulgated by the Department of Education and Science, long-term financial planning in relation to the operation of the Conference has been rendered difficult.

Public Relations

Media coverage in 1986 included Radio Leeds, the Huddersfield Examiner, the Dewsbury Reporter (twice), the Times Educational Supplement (three times), the Bulletin of the Advisory Centre for Education, the European Bulletin of the International Reading Association, and Reading Today (the newspaper of the International Reading Association in the U.S.A.). Coverage elsewhere may have gone unnoticed. The proceedings of the 1985 National Conference were written up in the Paired Reading Bulletin Number 2, together with additional articles, mostly written by Kirklees teachers. This was distributed widely on a national basis, with some additional copies going overseas. A third issue of the Bulletin is in preparation for publication in Spring, 1987. Paired Reading is now so widespread that it has been decided to discontinue maintenance of the Register of Users as an impossible task. The Project Leader has had 2 articles on the Kirklees work published, has a further 3 articles currently in press, and in addition has made a number of contributions to the Paired Reading Bulletin. The Kirklees Project continues to be viewed in a very positive light by the public, and this is increasingly from an international rather than a national perspective.

CORRECTION PROCEDURES IN PARENTAL INVOLVEMENT IN READING TECHNIQUES

KEITH TOPPING

One of the questions which consistently produces anxiety in parents who wish to help their children become better readers is this: "What do I do when he makes a mistake?" Uncertainty about what is "right" in this respect can cause parents endless confusion, and in some cases can lead to excess emphasis on phonic analysis, loss of temper, and a variety of unhelpful strategies. Fortuitously, most parents are by no means as stupid as teachers often assume, and recent work by Hannon et al. (1986) suggests that the error correction procedures adopted by parents do not actually differ greatly from those adopted by teachers. In this study, parents did tend to be slightly more critical than teachers and slightly more prone to adopt the phonic analysis strategy when hearing children read, but the most favoured strategy (that of merely suppling the error word)was used only slightly less frequently by parents than it was by teachers. The topic of spontaneous parental tutoring behaviour is also being investigated by Elliott (1986).

In many parental involvement in reading projects adopting the "Traditional Listening" style, there has been very little specification or guidance for parents as to what error correction procedures should be adopted. In some projects parents have been told what not to do, without being offered any clear specification of the required behaviour. In more carefully thought out projects, parents have been told to supply error words or provide prompts of various natures. In the parental involvement in reading technique revolving around Reading Together known as "Shared Reading" (Greening and Spenceley, 1985), error correction procedures are deliberately eschewed and parents are instructed to simply ignore mistakes.

The relative effectiveness of different error correction procedures as used by teachers have been studied by a number of workers. Allington (1980) noted that teachers are more likely to interrupt weak readers than proficient readers, and Spiegel and Rogers (1981) noted very various patterns in teacher responses to miscues during oral reading. In a classic paper, Jenkins and Larson (1979) compared the effectiveness of six procedures for correcting oral reading errors. With a small sample of five learning disabled junior high school students, isolated word drill on error words on flash cards subsequent to the reading of the continuous text produced the highest word recognition scores at post test. By comparison, word supply had a much smaller effect on subsequent word recognition, little greater than that of no correction whatsover. Other correction procedures involving repetition of the word in whole sentences, repetition of words from a list of error words, and procedure focussing on the meaning of error words were only of moderate effectiveness in terms of impact on recall of individual words (see table 3 for further details).

The Jenkins and Larson post-test was applied one day after the original reading exercise, so long term follow up data are clearly lacking. Furthermore, more recent studies (summarised in Singh and Singh, 1986) have suggested that word supply may be more effective than word analysis with learning disabled children, although not with the moderately mentally retarded. Other studies have demonstrated some effectiveness of 'positive practice over-correction' and 'delayed attention to errors'. Previewing the text has also been found to reduce the rate of subsequent error, but this clearly cannot be construed as a correction procedure. Moore (1986) has also recently considered this issue in some depth.

In evaluating the effectiveness of different error correction techniques, it is obviously desirable to be clear about the purpose of the exercise. The work of Jenkins and Larson (1979) and Singh and Singh (1986) seems to be predicated on the assumption that improving accuracy in recognising words in isolation is a crucial teaching objective. This appears to denote the espousal of a "bottom-up" theory of the reading process rather than a "top-down" one. Not all teachers of reading will agree with this view, since although reading accuracy and reading comprehension skills are certainly positively correlated, the correlation is far from perfect. Within the technique for parental and other para-professional involvement in reading known as Paired Reading, the purpose of the incorporated error correction strategy of word supply is much more diffuse. Certainly there is the intention that the error correction procedure will facilitate the learning of unknown words by the child. However, equally if not more important is the use of this brief correction procedure to support the child in the continuous process of extracting the meaning from the text without undue interruption. In the "Pause, Prompt, Praise" technique, children use texts of controlled readability, and there is more emphasis on the 'learning' of error words via discriminatory prompts. However, in Paired Reading, completely free child choice of text is the rule, and often children will be attacking texts well above their independent readability level. In this circumstance, it is nonsense to suppose or expect that the children will subsequently have 'learnt' all the new words in the text. In Paired Reading, supporting the child through efficient information processing is considered more important than learning specific unknown words to mastery.

To complicate the situation, Morgan (1986) has recently described error correction procedures for use in Paired Reading which appear to be somewhat different to the procedures described in his original paper on the technique (Morgan 1976), and much more complex than the simplified version adopted more widely. Table 1 and Figure 1 give further details and make comparisons.

Considerable differences are evident, not least in complexity. The simple procedure has the virtue of being easy and quick, and therefore probably reliable in application. It could be argued to be 'over helpful' and less likely to improve word recognition skills than other more elaborate procedures. Certainly the Jenkins and Larson (1979) findings on the word supply correction procedure delivered by teachers were less than optimistic in this respect. Nevertheless, the substantial gains in reading accuracy scores on norm-referenced tests reported in the evaluations of many Paired Reading projects would suggest that within the Paired Reading context, this error correction procedure is effective. It may of course be effective not by providing extra practice and overlearning on error words, but by supporting the identification of such words via contextual information. It may be that the latter is actually more likely to enable the child to recognise the word subsequently in context, and thus produces greater generalisation and maintenance than other error correction procedures, but this of course has yet to be proved.

The 1986 procedure may be relatively swift in operation with some children in some circumstances, but runs the risk of being lengthy and intrusive on some occasions. Its complexity may make it difficult for parents and other para-professionals to learn, and this is likely to affect the reliability of implementation. It may be instructive to analyse this and other error correction procedures in parental involvement in reading techniques with reference to the Direct Instruction format. Engelmann and Carnine (1982) have emphasised in their work on highly structured teaching packages that carefully elaborated and reliably and consistently applied correction procedures are essential if children are to learn to mastery. The format which they have found most effective can be briefly described thus:-

Signal - model - lead - re-test - (repeat)

TABLE 1. ERROR CORRECTION PROCEDURES IN PAIRED READING

Simple version (Derbyshire & Kirklees)

At all errors and tutee hesitation > 4 seconds while Reading Alone:	
(1) (i) auditory signal of error - (ii) model	Tutor reads error word correctly
(2) test	Tutee reads word alone
(3) (if necessary) repeat signal + model - test	Repeat (1) and (2) if necessary until tutee reads word correctly
(4)	Pair continue reading together

Morgan 1976 version

At error in Reading Together:	
(1) (i) visual signal of error - (ii) pause - (iii) test	Tutor signals error (presumably visually), and awaits tutee self-correction, (presumably up to 4 seconds).
(2) (iii) model	If no self-correction, tutor reads error word correctly
At error in Reading Alone:	
(1) a (i) signal - (ii) pause - (iii) test	At 'minor errors'*, tutor signals error (presumably visually) and awaits tutee self-correction
b (i) pause - (ii) test	At tutee hesitation, tutor awaits self-correction
(2) model	If no self-correction within 4 seconds, tutor reads word correctly
(3) test	Tutee repeats word correctly
(4)(a)	If tutee self-corrects at 1, tutee continues Reading Alone
(b)	If corrections 2 & 3 are used, pair continue Reading Together

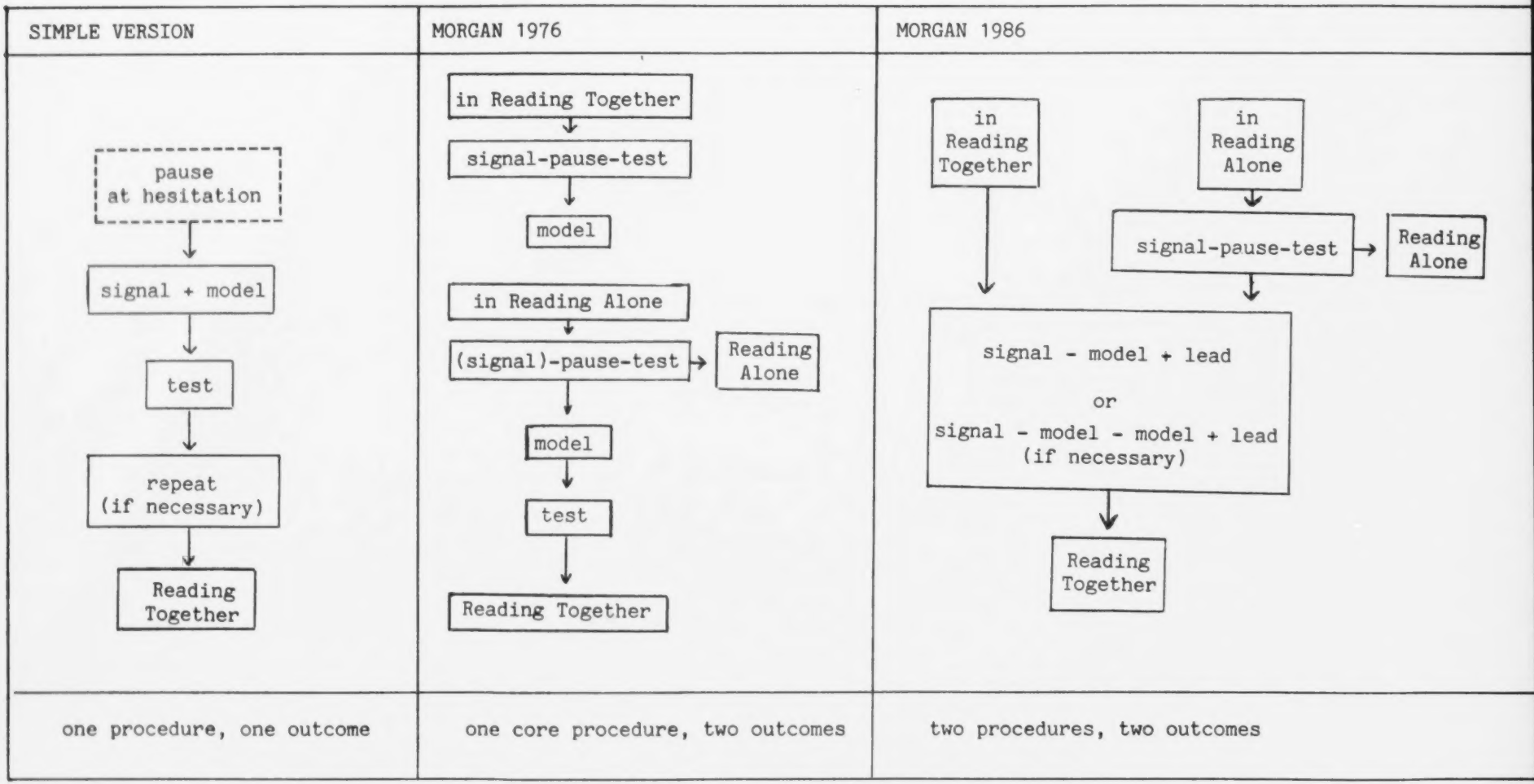
*no specification re "major" errors.

Morgan 1986 version

At error in Reading Together:	
(1) (i) visual signal of error - (ii) model + lead	Tutor points to error word; pair read word together
1(a) signal - model - model + lead	If necessary, tutor reads word first.
At error in Reading Alone:	
(1) (i) visual signal of error - (ii) pause - (iii) test	Tutor points to error word and awaits tutee self-correction.
(2) model + lead	If no self-correction within 4 seconds, pair read word together
(2a) model - model + lead	If necessary, tutor reads word first
(3a)	If tutee self corrects at 1, tutee continues Reading Alone
(3b)	If correction 2 or 2a used, pair continue Reading Together

FIGURE 1.

STRUCTURE OF CORRECTION PROCEDURES IN PAIRED READING
(with reference to Direct Instruction correction procedures)



In the DI format, the tutor is required to signal to the child that an error has been made, model or demonstrate the correct response, lead or prompt the child into making the correct response, test that the child can make the correct response unaided, and recheck that the child can continue to make the correct response sometime later. This sequence can be repeated as necessary until the child has mastered the task. The elements of this model which apply to the various Paired Reading correction procedures are outlined in Figure 1. The 1986 version clearly specifies a visual signal, of the tutor pointing to the error word, while the simple version incorporates a verbal signal (during remodelling) and an optional visual signal. The 1976 version implies, but does not specify, a visual signal. In the 1986 version, except where a signal alone is sufficient to produce self correction during Reading Alone, the procedure seems to lack the important element of testing whether the child can emit the required response independently. This would appear to be desirable if the learning of error words in isolation is to be promoted. On the other hand, the 'signal - pause - test' routine during Reading Alone may elicit a higher proportion of self-corrections than the simple procedure, and may actually be preferred by some children so long as the text is not of very high readability for the tutee, especially children who most enjoy the mode of Reading Alone. This latter constitutes an empirical question which as yet remains unanswered.

In Table 2 correction procedures in various parental involvement in reading techniques are summarised using the Direct Instruction vocabulary. These can be compared with correction procedures utilised by teachers in research studies, which are outlined in Table 3.

TABLE 2.

CORRECTION PROCEDURES IN PARENTAL INVOLVEMENT IN READING TECHNIQUES

Standard Direct Instruction Format (D.I.)
(Engelmann and Carnine, 1982)

Signal - model - lead - test - re-test - (repeat)

Paired Reading (P.R.) Simple Form
(also known as Word Supply by Jenkins and Larson, 1979)

Signal + model - test - (repeat)

Paired Reading (P.R.) 1976
(Morgan, 1976)

Signal - pause - test
↳ model
↳ test (R.A. only)

Paired Reading (P.R.) 1986
(Morgan, 1986)

Signal - pause - test (R.A. only)
↳ model + lead
↳ model - model + lead

Pause, Prompt & Praise (P.P.P.)
(Glynn, et al., 1979)

pause - signal - lead - test
↳ alternative lead - test

TABLE 3.

CORRECTION PROCEDURES UTILISED BY TEACHERS IN RESEARCH STUDIES

Standard Direct Instruction Format (D.I.)
(Engelmann & Carnine, 1982)

signal - model - lead - test - re-test - (repeat)

Drill
(Jenkins & Larson, 1979)

signal - pause - model - test - delayed re-test on flashcards - repeat re-test

Sentence Repeat

(Jenkins & Larson, 1979)

signal - pause - model - test - re-test on word in whole sentence - repeat up to 'test'

End of Page Review (E.P.R.)
(Jenkins & Larson, 1979)

signal - pause - model - test - delayed re-test on list of error words - repeat up to 'test'

Word Meaning
(Jenkins & Larson, 1979)

signal - pause - model - test - query meaning - model meaning - test meaning - repeat whole sequence - delayed re-test on list of error words

Preview, Pause and Positive Practice (P.P.P.P.)
(Singh and Singh, 1986)

(preview) - pause - signal - model - test x 5 - re-test on word in whole sentence.

In comparison to the full D.I.format, each parental involvement technique correction procedure is lacking certain elements. The simple P.R. procedure lacks the lead or prompt, although in practice this is virtually never found to be necessary. It also lacks the pause to facilitate self-correction which is encountered in the other procedures. The P.R. 1986 version is lacking in the 'test' element in its second and third parts, but does incorporate the pause. The P.P.P. makes no reference to the use of visual signals, and omits the test in the third element after the modelling. P.R. 76 and 86 and P.P.P. are considerably more complex than simple P.R. All omit the D.I. 're-test', although protagonists of these approaches would argue that re-test occurs spontaneously in the ensuing text. There may be some truth in this, but 'haphazardly' may be a better word than 'spontaneously', since while it is likely that high frequency words will occur again in the same text, as may specialist vocabulary in special interest books, many error words will not be encountered again in the same text. This issue of course takes us right back to the question of the purpose of error correction procedures in any event, and the comcomitant question of whether the effectiveness of such procedures should be measured by improved performance on error words in isolation or in context at long or short-term follow up, or by some much broader norm- or criterion - referenced measure of generalised reading skill which to some extent checks generalisation and maintenance and also checks reading comprehension as well as reading accuracy.

There will certainly be a continuing debate over issues of this kind. In the meantime, it must be remembered that the bulk of the evaluation evidence documenting the effectiveness of Paired Reading has come from projects and studies which have incorporated the most simple error correction procedure. This original procedure has been found to have substantial positive effects on reading accuracy and reading comprehension with very various groups of clients. It also has the virtue of speed of application, simplicity and reliability in use. While other error correction procedures, including Morgan's 1986 variation, may have advantages, convincing empirical evidence of any superiority over the original is still awaited.

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CARNFORTH SCHOOL ATTITUDE TO READING SCALE

WHAT I LIKE TO DO

Date .....

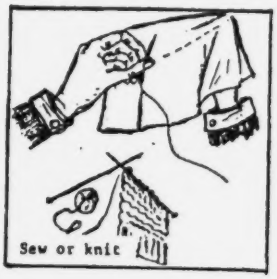
Here is a list of things that some people like to do at home.

Name .....

Choose the 5 things that you like to do most.

Play a musical instrument

Watch T.V.


Sew or knit

Help with jobs round the house

Listen to music

Draw or Paint

Make things with tools

Collect things

Cook or Bake

Play board or card games

Keep-fit, Dance or Movement

Play with toys

Read to or with somebody

Make models or do other crafts

Look after or play with pets

Play pretend or "make-believe" games

Read by yourself

Dress up or Make up

Computer or T.V. games

You can write in one other thing if you want

Put a mark (X) by the 5 things you like to do most.

Now look at the 5 things again. Choose which one of the 5 you like to do best of all and put 1 by it. Now choose which of the 5 you like to do the next best and put 2 by it. Put 3 by the next best, 4 by the next and 5 by the last one.

An illustrated version of the Kirklees Scale, designed for use with children with learning difficulties. Details: Brian Slater, Carnforth School, Carnforth Crescent, Grimsby, South Humberside, DN34 5JY tel. 0472 77931

AN ANALYSIS OF THE SKILLS INVOLVED IN READING DEVELOPMENT RESULTING FROM PAIRED READING

ELIZABETH LEES

A considerable number of studies have recently been published (eg. Bush 1985, Bruce 1985, Cawood & Lee 1985, Miller 1985, 1987, etc.) reporting the dramatic gains in reading resulting from use of the Paired Reading technique. Some of these studies have involved control groups in order to assess the relative merits of different types of reading interventions (eg. Lindsay & Evans, 1985), and some have included follow up work in order to study long term effects of the technique (eg. Lee, 1986). However, there is little indication of what is actually happening to the reading subskills as a consequence of improved reading.

Having conducted a project myself (Lees, 1985) in which I was the tutor of the reading "pair", with quite dramatic results, I designed a project which would enable assessment of a wide range of reading subskills and, with testing both before and after reading improvement, would allow an analysis of the skills particularly implicated in the development of reading. The study involved both chronological and reading age matched comparison groups.

Subjects

Three groups of 10 children were matched for Reading Age on the New MacMillan Analysis and were also matched as far as possible for age and sex. The first two groups were "poor" readers aged 10 to 12 years old whose average RA was 8 years 8 months (on average behind by 2 years 8 months). The third group consisted of ten 8 to 9 year olds whose average RA was 8 years 6 months and who were "normal" readers for their age. All three groups were tested on a wide variety of the subskills thought to be involved in the reading process. The "poor" readers then improved their reading skills with the help of the Paired Reading Technique, and all three groups were re-tested on the MacMillan Analysis and the reading subskills tests. The data allowed comparisons of initial reading skills between the groups, and followed the development of the "poor" readers' skills over time. Later testing will also allow investigation of the development of reading skills in "normal" readers.

Subskill Measures Used

All 30 children were assessed by Reaction Time, Error Rate and Error Type on the following measures: word and non-word pronunciation; word recognition (is this a word or not?); category recognition (eg. is this a bird ... sparrow); visual matching (are two sets of letters the same or not?); splitting words into sounds; and the use of context in word decoding.

Results

After the Paired Reading period a significant improvement was observed in the Paired Reading group while none was observed in the two comparison groups.

Results of MacMillan Accuracy Analysis

	Paired Readers	Poor Control	Good Control
	+ 9 months	- .8 months	+ 4 months
	t = 5.21	t = 0.42	t = 2.19
Change in R.A. between tests	sig ($p < 0.05$)	not sig	not sig

The results also suggest that "poor" readers' use of contextual, phonological, and whole word recognition skills is similar to that of "good" readers of similar reading ages. These readers therefore seem to be exhibiting a developmental delay, and the data show that development is along the same lines as that of "normal" readers ie. development is seen in the improved use of phonological and whole word recognition skills and less reliance on the use of context. (See Lees, 1986, for more details of the results.)

Conclusions

Further, more detailed, analysis is to be carried out which will distinguish between development in different non-contextual skills such as phonological decoding and direct word recognition, and will also allow analysis of individual development in the different subskills.

The study will also be extended in that the three groups will be followed up in 9 months time. This will fulfill a number of purposes:

i) it will be possible to see whether the Paired Readers have maintained the significant improvements observed in the first phase of the study, and will therefore give some useful indication of the long term effects of the Paired Reading technique, although evidence so far suggests no regression and continued progress at follow-up (eg. Lee, 1986). Any further improvements will indicate whether different skills are being influenced when Paired Reading is not in use.

ii) data collected from the "poor" reader control group will indicate whether they do in fact improve, although many studies have noted the poor prognosis for failing readers (Satz, et al., 1978). If there is an improvement, it will be interesting to note whether the skills affected are the same as those influenced by Paired Reading, ie. it will be possible to assess "normal" progress in "poor" readers.

iii) data concerning improvements in the "good" readers will give indications about the involvement of the different subskills in "normal" reading development.

It will therefore be possible to compare the reading development of "good" readers and "poor" readers, half of which will have followed a "normal" course of progress, the rest developing skills through the Paired Reading technique. Any conclusions to be drawn will have implications for both the reading development of "normal" readers and, possibly more importantly, for that of "poor" readers, giving indications concerning the important aspects of remedial techniques. It is obviously noteworthy that such a simple technique as Paired Reading should have such impressive results in a short period of time, and encourage improvements in skills which are not specifically emphasized, such as phonological decoding.

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PEER TUTORED PAIRED READING: Outcome Data From Ten Projects

K J Topping

Introduction

The deployment of children as tutors for other children has a long history. Allen (1976) notes that it was not until the seventeenth century that the separation of pupils of different ages in educational establishments became common practice. Against this segregative trend, the Bell-Lancaster system was established in England and Wales towards the end of the eighteenth century. The basic feature of Bell's original system was some one-to-one tutoring by other pupils and, in addition, the teaching of entire classes by one older boy with the aid of younger boys as assistants. By 1816 about one hundred thousand children were said to be receiving education under this system. However, as the state began to provide money for education, the "Monitorial" system fell into disuse. However, related procedures were revived in the United States in the 1960's and interest is again being stimulated in the United Kingdom.

Peer Tutoring

Reviews of early efforts in the field are provided by Allen (1976) and Sherman and Harris (1975). In a more recent review, Sharpley and Sharpley (1981) examine 82 peer tutor programmes, according to the characteristics of the participants, the characteristics of the tutoring process and the adequacy of research designs utilised. Sharpley and Sharpley (1981) conclude that recent work supports the claim that both tutor and tutee show attainment gains, and sometimes improve in social behaviour and attitudes to each other and the curriculum area of tutoring also.

The Sharpley review indicates that longer programmes do not yield better absolute gains than shorter programmes, that programmes involving training for the tutors produce better effects, that children who themselves have learning and behaviour problems can benefit from acting as tutors, that socio-economic status of the participants makes no significant difference, that one-to-one tuition can be more effective than small group tuition, and that age peer tutor projects are as effective as cross age tutor projects. Cohen et al(1982) have also provided a review, meta-analysing sixty five peer tutor programmes, many of them student theses.

Subsequently, Bloom (1984) reviewed the effectiveness of a variety of pedagogic strategies, and concluded that one-to-one tutoring was the only intervention which reliably produced the "2-Sigma" effect, i.e. the average student taught using this method produced attainment scores two standard deviations above the score of the average control group student taught under conventional group methods of instruction.

In the United Kingdom, interest in peer tutoring has grown in recent years. Goodlad (1979) has described a number of peer tutoring projects. More recently, the deployment of the "Pause, Prompt, Praise" technique in a peer tutoring format has been described by Wheldall and Mettem (1985) and Wheldall et al.(1986), and this technique may be expected to be more vigorously disseminated in the near future. A recent review of research from a European perspective, together with guidelines for operating peer tutor projects, can be found in Topping (1987).

Paired Reading

This reading tutoring technique for non-professionals is now widely known in the United Kingdom and is becoming known internationally. Originally described by Morgan (1976) and Morgan and Lyon (1979), the use of the technique in action has been more fully outlined in Topping and Wolfendale (1985) and Topping (1986a).

At its simplest, the technique involves two phases. Children are allowed to choose their own books or other reading material at any level of readability within the competence of the tutor. Project coordinators may control readability to an overall ceiling reflecting the ability of the tutors, or teach the tutoring pair readability checking strategies, or both. On sections of text which are difficult for the tutee, both tutor and tutee read out loud together. The tutor adjusts to the tutee's natural reading speed, and synchrony is established with practice. When the tutee makes an error, the tutor repeats the word correctly and requires the tutee to do likewise before proceeding.

If the tutee refuses a word or struggles unsuccessfully with it for more than five seconds, the tutor intervenes and supplies the word. Praise for correct reading at very regular intervals and for specified reading behaviours is emphasised throughout. When the tutee has selected an easier text which is more within the tutee's independent readability level, the tutee can choose to silence the tutor by a pre-arranged non-verbal signal. When the tutor becomes silent, the tutee continues to read out loud, until there is a failure to read a word correctly within five seconds, at which point the tutor corrects the error and the pair resume reading together.

The use of Paired Reading as a peer tutor technique was first reported by Winter and Low (1984) and further work is reported in Crombie and Low (1986). A small study is also reported from New Zealand by Limbrick et al.(1985), using a variant of the original technique. Encouraging results are reported in all three papers. Seven further reports of peer tutored Paired Reading projects are available in the Paired Reading Bulletin number 3 (1987).

Context

The projects reported below were mounted in the context of a large scale Authority-wide Paired Reading dissemination exercise. Between 1984 and 1986 this had involved the running of one hundred and eighteen individual projects, of which the vast majority trained parents as reading tutors, although a minority utilized adult volunteer, teacher volunteer or peer tutors. By the end of 1986, these projects had involved over two thousand children, and of these, norm-referenced outcome data is available for one thousand six hundred. At a time when industrial action in the teaching profession inhibited the involvement of parents as tutors, interest in peer tutoring has grown in the schools.

Method

All ten projects were operated by ordinary classteachers who were allocated no extra time for the purpose and received only minimal support from external sources. The projects themselves were thus very various in training methods, monitoring of tutoring process, and evaluation design and method, but particularly in the latter. However, in almost all cases training was carried out in

groups by verbal instruction (and in some cases written instruction), demonstration of the tutoring behaviours, and supervised practice with feedback.

The age of the tutees ranged from eight years to fourteen years, and the age of the tutors from eight years to eighteen years. A full range of socio-economic status was represented in the projects. In seven of the ten projects, the tutees were retarded in reading by up to four years. The other three projects were mixed ability projects in areas of above average socio-economic status.

It is important to note that these ten projects were the first of their kind operated consecutively in one Local Authority. Thus, they were carried out when the local experience of this kind of service delivery was by definition small, and this may be reflected in the results. Also, the ten projects ran consecutively and the results presented here are completely unselected, in contrast to many research reports (where the higher probability of publication of positive and statistically significant results encourages pre-selection by authors).

PROCESS EVALUATION

The research into Paired Reading, whether peer tutored or not, has been unlike research into the Pause, Prompt, Praise technique in that it has focused very little on process in terms of maintenance of tutoring behaviours, and has been preoccupied almost wholly with product or outcome. In these projects, in many cases there was direct observation of the tutoring by a coordinating teacher, arrangements for self-referral of tutor pairs with problems, and a form of self-recording which incorporated subsequent checking of records by the coordinator. In many cases there were also group and individual discussions with tutor pairs to review the operation of the project. However, very rarely was this information collected in a structured way which was amenable to subsequent analysis. Further details of some of these projects will be found in Bruce (1986), Cawood and Lee (1985), Free et al.(1985), Gale and Kendall (1985), Lee (1986) and Townsend and Topping (1986).

OUTCOME MEASURES

All the projects incorporated a reading test in their evaluation, but the sophistication of the research design varied considerably. However, baseline, comparison group and follow-up data are available in some cases. Seven different reading tests were used, all of which have been criticised on one count or another, not least with reference to the question of to what extent a formal reading test can hope to measure "real" reading in a more natural environment.

The Neale Test (Neale, 1966) has been criticised for being very dated, for low inter-form reliability, and for the biasing structure of its scoring system, particularly on the Comprehension scale. The Daniels and Diack Tests (Daniels and Diack, 1958) have been criticised for the lack of available information about their standardization, and the Test number 12 demonstrates a marked ceiling affect. Word Recognition tests would appear to have particularly low validity for the assessment of the effects of a programme which emphasizes reading fluently from continuous meaningful prose, and their susceptibility to practice effects is well known.

The "experimental" period for many of these projects was between five and ten weeks, and the validity and reliability of using reading tests to measure meaningful gains in reading ability over such short periods of time is questionable. Thus, the results from these ten projects are considered as a whole, since their meta-analytic significance is likely to be greater than their individual import.

In the wider dissemination project deploying parental tutors, in many cases the subjective views of the child, parent and classteacher participants has been gathered by structured questionnaire (see Topping, 1986b, for details), but as yet there is insufficient data of this kind from the peer tutor projects to permit valid analysis. However, there is a great deal of anecdotal evidence of interest and enjoyment by tutors and tutees alike.

Results

The first two projects were small scale and used simple pre-post research designs. Outcomes were modest but encouraging, indicating that tutors as young as eight years of age could be effective using the Paired Reading technique.

PROJECT 1

This project involved cross-age tutoring of five 8-9 year olds by 10-12 year olds. Three of the tutees were Asian, and two were non-readers at pre-test. Project length was five weeks, but the inter-test period was 22 weeks. Daniels & Diack Test 1 was carried out on the tutees, who gained in reading skill during the project at approximately twice 'normal' rates (see table 1 for further details).

PROJECT 2

This project involved age-peer tutoring with eight year olds. The four tutees had reading difficulties. The project length was nine weeks, and the inter-test period ten weeks. The Neale Test showed that tutees gained in reading skill at a little more than 'normal' rates in Accuracy and Comprehension, while the tutors gained at a little more than 'normal' rates in reading Accuracy but at 3.5 times 'normal' rates in Comprehension.

PROJECT 3

This project was a very brief cross-age tutor project in which fifth form pupils who were shortly to leave school (or had already officially left) served as tutors for children from the Remedial Department in a High School. An external evaluator was used for this project, and the unfamiliarity of this person to the children combined with the fact that Form A of the Neale Test was used for both pre- and post-testing (owing to doubts about inter-reliability of forms) may imply that a degree of practice effect is involved in the very large gains evident. Because of this uncertainty, a three month follow-up assessment was conducted, again by the same tester, after the long Summer holiday during which little reading ability gain would usually be expected, using a different form.

During the project, twenty three 11-13 year olds were tutored by a small number of sixteen year olds. The project length was six weeks and the inter-test period eight weeks. Neale test results on the tutees showed that during the project they gained at 6.5 times 'normal' rates in reading Accuracy and almost seven times 'normal' rates in Comprehension.

Table 1 Outcome Data from Ten Peer Tutor Projects

PROJECT DETAILS										BASELINE DATA		PRE-POST DATA						COMPARISON or CONTROL GROUP DATA								FOLLOW-UP DATA			
Project Number	n	Tutee Age (yrs)	Tutor Age (yrs)	Test Used	Project Period (wks)	Pre-Post Test Period (wks)	Baseline Test Period (wks)	Follow-up Test Period (wks)	Data Subject	Mean Gain (months)	Ratio Gain*	Mean Pre-Test Reading Age (years and months)		Mean Gain (months)		Ratio Gain*		Type of Group	n	Mean Pre-Test Reading Age (years and months)		Mean Gain (months)		Ratio Gain*		Mean Gain (months)		Ratio Gain*	
												Accuracy	Comprehension	Acc.	Comp.	Acc.	Comp.			Acc.	Comp.	Acc.	Comp.	Acc.	Comp.	Acc	Comp	Acc.	Comp
1	5	8-9	10-12	Daniels Diack 1	5	22			Tutees			5:07·4		10·4		2·1													
2	4	8	8	Neale	9	10			Tutees			7:03·3	7:00·3	3·2	4·2	1·4	1·8												
	4			Neale		10			Tutors			10:05·8	10:08·0	3·7	8·0	1·6	3·5												
3	23	11-13	16	Neale	6	8		12	Tutees			9:00·3	9:01·0	12·0	12·7	6·5	6·9									1·3	1·5	0·5	0·5
4	34	7-8	9-10	Primary	10	10	43		Tutees			7:07·0		4·0		1·7													
	35			Reading Test		10			Tutors	6·4	0·6	10:05·0		9·7		4·2													
5	14	11-14	11-14	Schonell	5	7	13		Tutees	2·7	0·9	8:07·3		5·6		3·5													
6	22	11-14	11-14	Schonell	5	7	13		Tutees	5·0	1·7	9:02·2		3·6		2·3													
7	18	10	10	Burt	9	26	26		Tutees	1·5	0·3	9:00·7		8·5		1·4													
	19			Burt		26	26		Tutors	4·4	0·7	12:06·0		4·8		0·8													
	18			Daniels Diack 12		9			Tutees			8:05·3		12·0		5·7													
	19			Daniels Diack 12		9			Tutors			10:05·1		8·8		4·2													
8	12	11	11	Widespan	8				Tutees			10:10·0		7·7		3·9													
	12			Widespan					Tutors			12:06·0		13·5		6·9													
9	6	7-8	7-9	Neale	8	8			Tutees			8:04·8	8:00·0	10·5	9·5	5·8	5·3	Parent tutored	7	7:00·6	7:11·4	9·7	12·3	5·4	6·8				
	8			Neale		8			Tutors			10:00·9	9:11·8	14·0	12·5	7·8	6·9	Teacher tutored	9	8:06·8	8:01·0	3·8	8·4	2·1	4·0				
10	13	11-12	16-17	Daniels Diack 12	15	20		52	Tutees			7:09·8		14·3		3·1		Control Group	29	10:03·7		8·8		1·9		6·4		0·5	
																										CONTROL		GROUP	
																										8·2		0·7	

* Ratio Gains = ratio of reading age gain to real time passed between testings.

Fuller Details of the data are available on request from the author

At twelve week follow-up however, during which time tutoring had ceased over the long Summer holiday, progress decelerated sharply to less than normal rates. This indicated that while the post-test results appeared to be reliable, continued acceleration did not occur after the peer tutoring had ended.

PROJECT 4

This project involved cross-age tutoring in the Junior department of a Primary school, in which thirty five 9-10 year old third year pupils tutored thirty four 7-8 year old first year pupils. All the pupils in one J3 and one J1 class were involved, half the tutor pairs operating in one classroom and half in the other. The catchment area was of above average socio-economic status, and the classes were mixed ability for this area. The project length was ten weeks, the pre-post inter-test period ten weeks, and the baseline period forty three weeks. The Primary Reading Test (a group administered measure) was used in parallel forms, baselined for the tutors only. During the project, tutees gained in reading skill at 1.7 times 'normal' rates while tutors gained at over four times 'normal' rates. The tutors gained in reading skill very much more during the project than they did during the baseline period.

PROJECT 5

This project involved age peer tutoring with 11-14 year olds, in which both the tutors and tutees were drawn from the Remedial Department of a High School. The project length was five weeks, the inter-test period seven weeks, and the baseline period thirteen weeks. During the project, tutees gained in reading skill at 3.5 times 'normal' rates, gaining much more rapidly during during the project than during the baseline period.

PROJECT 6

This project was a repeat of project 4, separated from it by a second baseline period when only normal classteaching was occurring. A number of the tutees participated in both projects. During project 6 the tutees gained in reading skill at over two times 'normal' rates, but this represented only a slight acceleration over the baseline period, during which progress rates were well above 'normal'. This may reflect the involvement of some tutees in both projects. Unfortunately, no data on the progress of the tutors is available. However these projects demonstrate the organisational feasibility of deploying the peer tutoring technique on a large scale within a High School Remedial Department.

PROJECT 7

This project involved a whole class of third year junior children (ten year olds), on a mixed-ability basis in an area of relatively high socio-economic status. The results illustrate the doubtful inter-reliability of different reading tests. The project period was nine weeks, the pre-post inter-test period six months on the Burt Word Recognition Test and two months on the Daniels & Diack Test, and the baseline period on the Burt Test only was six months.

On the Burt test, during the project the tutees gained in reading skill at slightly more than 'normal' rates and the tutors at slightly less than 'normal' rates. For the tutees, this represented a substantial acceleration over baseline rates of gain. However, on the Daniels & Diack test, during the project the tutors gained in reading skill at over four times 'normal' rates and the tutees at well over five times 'normal' rates.

In view of the substantial gains made by the tutors on the group test, even though this test has a marked ceiling effect for more able readers at this age, it is difficult to explain this result in terms which do not cast doubt on the validity of word recognition tests for measuring gains in the reading ability of able ten year old readers. The subjective impressions of this project were that it was particularly successful.

PROJECT 8

This project was similar in organisation to project 7, but operated in a smaller class of 11 year old fourth year junior children. The project period was eight weeks, and inter-test period 8.5 weeks. Results on the Widespan (group) test in parallel forms showed that during the project period the tutees gained in reading skill at approximately four times 'normal' rates, and the tutors gained at approximately seven times 'normal' rates.

PROJECT 9

This project had interesting additional features. In a class of 8 year olds, the eight most able readers were designated as tutors, while a half of the class were designated either as peer tutees or as children to receive parent tutoring at home, according to parental preference. The other quarter of the class formed the comparison group which received daily reading practice from the classteacher and access to a special highly motivating collection of books.

The project length and inter-test period were eight weeks. During the project, the parent tutored children gained in reading skill at over five times 'normal' rates in reading Accuracy and almost seven times 'normal' rates in Comprehension. The peer tutees performed similarly in reading Accuracy, but less well in Comprehension, nevertheless gaining at five times 'normal' rates. However, the peer tutors showed the highest gains, of almost eight times 'normal' rates in Accuracy and as well as the parent tutored children in Comprehension. The children receiving only teacher tuition with extra reading stimulation gained at higher than 'normal' rates, but did not do as well as any of the other groups on either Accuracy or Comprehension.

PROJECT 10

This project involved cross age tutoring of 11-12 year old first year children with reading difficulties in a High School by 16-17 year old Sixth Form pupils. The project length was fifteen weeks, the inter-test period 20 weeks, and long term follow-up data was gathered one year later. Results on Daniels and Diack test 12 for the tutees and a comparison group of children with lesser reading difficulty showed that during the project, the tutees gained in reading skill at three times 'normal' rates, while the comparison group gained at almost twice 'normal' rates.

At follow up twelve months later, the rate of gain had slowed markedly for both groups, although this may reflect test artifacts attributable to the structure of the measure. From pre- to post-test, the tutees gained eight points in raw score compared to two points in the comparison group, while at follow-up the tutees had gained a further three points compared to the comparison group's one.

Of interest with respect to this project is the qualitative assessment carried out in parallel by the project coordinators. At pre-test, post-test and follow up tutees were audio recorded reading two one hundred word samples of text drawn from every day curriculum materials. The tapes were analysed according to total errors produced, number of refusals, number of self corrections and number of errors contextually originated. Reading rate was also calculated. The proportion of errors made by the tutees declined from pre-to post-test, and had declined further at follow up one year later, although the presentation of a new harder text elicited a higher error rate on that text. The tutees' proportion of refusals declined markedly over this period, while the proportion of self-corrections increased markedly,and the introduction of the new harder text elicited only moderate regression in these parameters of competent reading. Likewise, the proportion of errors of contextual origin showed steady improvement which was maintained at follow up. The tutees' speed of reading also increased. Thus the use of peer tutored Paired Reading appear to have fundamentally changed the reading style of many tutees, and these changes were sustained at follow up one year later even though no tutoring had occurred in the interim.

Table 2 Project 10: Qualitative Shifts in Reading Behaviour

Text passage A and the harder passage B were administered at pre-test (1) and post-test (2). At follow-up (3), passage A was not re-administered, being considered too easy for the pupils, but a much harder new passage (C) was administered. Inter alia, the table shows changed reading style generalising to text C. Complete data on only 13 tutees owing to sample attrition, although there is no evidence that this biased the results.

	MEAN PERFORMANCE OF TUTEES ON READING ANALYSIS FACTORS ON VARIOUS TEXTS			
	A1+B1	A2+B2	B3	B3+C
Errors as % of whole text	8.40	5.17	4.00	8.00
Refusals as % of total errors	27.46	15.85	6.15	12.46
Errors self corrected as % of total errors	19.67	27.85	45.92	34.27
Errors of contextual origin as % of total errors	27.27	34.13	54.69	47.27
Reading rate (words per minute)	66.27	74.00	86.23	77.20

Discussion

There is considerable evidence here to suggest that peer tutored Paired Reading has substantial promise, although detailed information about tutoring behaviour during projects is lacking and the outcome data from these projects is expressed in such a various way that it is difficult to combine or meta-analyse.

Doubts about the reliability, validity and comparability of the reading tests used in these projects are substantial. However, it is well accepted by evaluators that it is considerably more difficult to demonstrate positive results on norm-referenced tests than on criterion-referenced measures or more subjective indicators of consumer satisfaction. It can be argued that the apparent irrelevance of some reading tests to the real processes of naturalistic reading is in fact a strength, in that they represent a stringent test of generalization. Furthermore, the approach adopted here of citing gain scores in relation to real time passed has been rightly criticised by Pumfrey (1987), who points out that a gain of six months on a reading age of seven years is not the same as a similar gain on a reading age of eleven years.

However, to give an approximate indication of overall trends, the mean Ratio Gains for all pre-post observations on all tests may be worth noting (see Table 3). This indicates that during projects, both tutors and tutees gained in reading skill at approximately four times 'normal' rates. In those projects which involved testing the reading progress of both tutors and tutees (mostly age peer rather than cross-age projects), tutors clearly gained more than tutees on average. Tutees in cross-age projects thus appear to tend to gain more in reading skills than tutees in age peer projects, although the latter do of course afford a double benefit.

Table 3 Mean pre-post ratio gains, all projects.

Means of pre-post mean ratio gains are given for all projects combined, irrespective of test used and including both accuracy and comprehension ratio gains, weighted by the number of project participants.

	DATA SETS	PARTICIPANTS	WEIGHTED MEAN OF MEAN RATIO GAINS
TUTORS	8	109	4.25
ALL TUTEES	14	202	3.81
TUTEES IN PROJECTS WHERE TUTORS ALSO TESTED	8	102	3.05

Many other educational initiatives have reported simple pre-post gains which have subsequently not been substantiated by studies utilizing better research designs. However, in the case of peer tutored Paired Reading, the four projects incorporating baseline periods have yielded very encouraging data on four out of five data sets. In the two projects incorporating control or comparison group data, the results are equally encouraging, although given the small numbers involved in some of the project groups, the outcomes are likely to prove of greater educational significance than statistical significance.

The follow up data is much more mixed. This is usual in educational research, but in the context of peer tutored Paired Reading projects which are typically of short duration, the question arises of to what extent it is realistic to expect gains to endure in the longer term. While the follow up results cited here do not indicate continued acceleration beyond the end of the project period, nevertheless it is encouraging that there are relatively few signs of "wash-out" of experimental effects. Furthermore, the long term follow up data of a qualitative nature is much more encouraging.

The evidence cited here would appear to be adequately substantial to merit the dissemination of peer tutored Paired Reading on a wider basis. Indeed, up to Easter 1987 a further sixteen such projects had been operated in the Local Authority which supported the ten projects reported here, although not all of these were evaluated.

Further research should utilize fewer norm-referenced reading tests, conforming to modern standards of content and stability, validity and reliability. Much more detailed analysis of the process of peer tutoring using the Paired Reading technique is required, particularly fine grain analysis of tutoring behaviours, but this kind of research is labour intensive and practising teachers may be unable to find the requisite time. Further work is needed on gathering the subjective perceptions of project participants in a structured manner which renders them susceptible to analysis, and this data then can be related to purportedly "objective" outcomes. Perhaps most crucially, the gathering of further long term follow up data will be invaluable, and in this context the qualitative analysis of pupil response to naturalistic texts offers a productive way forward.

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REVIEW

Helping Children Read: The Paired Reading Handbook by Roger Morgan
London: Methuen Paperback, 128 pages, £2.95

Roger Morgan's little book on his own invention has been produced by Methuen at a very attractive price, which should ensure high volume sales. The cover is pleasing to the eye, and the text is well printed albeit on cheap paper. The book is aimed at both parents and teachers, and it was perhaps over-ambitious to strive for both objectives in one volume. The purpose of the book is said to be: "to give all the guidance necessary to start doing Paired Reading from scratch". Morgan acknowledges that "a handbook is second best" to tuition in person, but seems optimistic that many teachers and parents will be able to learn his methods satisfactorily from the text he provides. Certainly most of the book reads well, and the author's style is fluent and straightforward without ever becoming patronising. This is an eminently sensible little volume, in which few statements are made which this reviewer has found disagreeable. Nevertheless, the readability of the text is variable, and in some chapters is alarmingly high for the average parent.

The book comprises 9 chapters. The introductory chapter offers a lucid explanation of the reading process which many teachers would find startlingly illuminating in its simplicity. The compatibility of Paired Reading with other approaches is stressed. This introductory chapter covers many of the questions which parents ask about the reading process at school and home, but inevitably cannot deal with them in any great depth. The second chapter offers an introduction to Paired Reading via a description of the technique as it might be seen by a naive observer. This reviewer found this rather muddled and confusing, and would much have preferred the chapter on how to "do" Paired Reading to have come much earlier. Chapter 2 would have been helped by a summary, but none is provided. Also emerging in this chapter is a strong emphasis on the role of finger-pointing in PR, an emphasis which becomes stronger in ensuing chapters. Morgan asserts: "many teachers and psychologists have begun Paired Reading very effectively, by reading about it rather than seeing it done." There is no mention of the considerable numbers who have done it quite wrongly after merely reading about it.

Chapter 3 concerns itself with how Paired Reading works, and again this might have been better placed after the chapter on "how to do it". The theoretical background of the technique is discussed in simple and straightforward language, although the psycho-linguistic factors in the application of the technique are not discussed. By this stage some parents may well be beginning to get bogged down in the book.

Details of the technique itself are provided in chapter 4. This chapter contains a useful section on how to explain to your child what you are about to perpetrate upon him or her, and also contains supportive hints on managing the child who refuses to signal. The role of conversation during Paired Reading is seen by Morgan as merely providing a "rest" from actually reading - its function as a check on child comprehension and modelling of parental interest are not noted. Scrutinising the details of the technique given creates a sense of unease in the seasoned practitioner. Are there not some changes from the original description

of Paired Reading here? - or did we merely misunderstand them in the first place? This is particularly true in the description of correction procedures, where in this chapter Morgan stipulates the correction during reading together is via parental finger-pointing and reading the error word again together. At an error in reading alone, this chapter describes correction as involving parental finger-pointing to signal the error, the allowing of 4 seconds for child self-correction, reading the error word together only if the previous step has failed, and a return to reading together occurring only after the word has been supplied at a child's hesitation. Surprisingly, praise for self-correction is not mentioned. Although most of this chapter reads very well, the paragraphs on correction procedure were found unnecessarily elaborate and somewhat confusing by this reviewer, and this issue is returned to in a separate paper. (Topping, 1987).

Chapter 5 concerns itself with "monitoring" Paired Reading, but during the course of this the monitoring of process and product become a little confused. Parents are advised to monitor child progress by 100 word probes from a book chosen by the child and kept to one side as a "progress book". Parents are intended to note the number of words read correctly from the sample passages, and weekly monitoring is implied. This seems unnecessarily frequent. The role of tape-recording is also mentioned as a device for monitoring child progress, but the implications of using this on texts of varying readability are not articulated. There is some discussion of making ratings of the child's progress, which will undoubtedly be of low reliability and validity. The usefulness of keeping a diary is mentioned. So far as monitoring the "purity" of technique is concerned, helpful suggestions are made about tape-recording a session for later analysis, or utilising an observer who is a member of the extended family.

"Trouble shooting" is the title given by Morgan to chapter 6, which covers very well most of the more frequent problems found in the application of the technique. These include: child dislike of reading sessions, child loss of interest, problems with the choice of books, loss of visual attention by the child, ignoring punctuation, the child reading too fast when reading alone, an imbalance between reading together and reading alone leading to atrophy of part of the technique, pacing and rhythm in reading synchronously, child failure to signal, problems relating to accent or dialect, and limited tutor reading competence. In chapter 7 variations on Paired Reading and other techniques of parental involvement in reading are briefly reviewed. The author describes variants on Paired Reading, Prepared Reading, Shared Reading, Traditional Listening, Reinforcement Techniques, Pause Prompt and Praise, and Precision Teaching.

In chapters 8 and 9 the readability level of the book rises even further. The research background is covered briefly, and this chapter is inevitably less than comprehensive. It may serve only to confuse some parents. In the last chapter on the "Wider Uses of Paired Reading", reference is made to the use of peer tutors and applications of paired reading in adult literacy, with ethnic minority groups, with the mentally handicapped, and so forth. There is a brief section here on the training of tutors, which seems rather out of place and is distinctly sparse from a teacher's point of view, as well as being largely preoccupied with training in the one to one situation.

It is good to see Roger Morgan producing his "own" book on his "own" technique. There is no doubt that this volume will be widely read by both parents and teachers. Much of the book reads extremely well, and it is interesting that a deputy director of Social Services should be able to write a better book on educational matters than many educationalists. However, there are one or two points at which the structure seems less than helpful for the average parent. Indeed, in the effort to produce a book for both parents and teachers, it is inevitable that the author at times falls between two stools. Some parts of the book are too detailed for parents, while other parts are not detailed enough for teachers. The book is nevertheless a considerable achievement, deserves to be very widely read, and undoubtedly will be.

Keith Topping

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REVIEW

Children and Parents Enjoying Reading: A Handbook for Teachers

By Peter Branston and Mark Provis

London: Hodder and Stoughton Paperback, 121 pages, £5.95

This is the most practical, best produced and most professionally laid out book on parental involvement in children's reading to have appeared on the U.K. market. It emanates from the CAPER project in West Glamorgan. CAPER is based on a "parent listening" methodology, rather than any of the more structured techniques for parental involvement such as Paired Reading.

The history and the objectives of the project format are briefly described. A calendar of points of action to sustain the impact of project work during a whole school year is given. A brief chapter on "Questions teachers will want answered" is followed by a lengthier chapter on the research background. This constitutes a useful overview for those who have not yet read much in this field. However, very little research data about the effectiveness of CAPER is offered.

Advice is given about assembling a suitable stock of books in school and this leads into a chapter covering the crucial issue of recruiting and training parents. Sample letters of invitation are included, as is a "model talk" to parents of 6 to 8 year olds. This latter includes sample answers to questions parents often ask.

The book then covers the role of the class teacher in supporting the project. Formats for home-school diaries are discussed, and examples of CAPER bookmarks which incorporate reminders of key points are supplied. Examples of "Review Sheets" on which children can give their opinions of books they have read are included, as are example sheets of "Giant Picture Cloze", where children read a text but cloze the gaps by drawing a picture rather than supplying a word. A variety of classroom follow-up activities are listed.

There follows a section on follow-up, support and further training for parents, via "clinics", workshops and other devices. Suggestions are made for the "curriculum" of further sessions, including the use of praise, ideal amount of reading at home, the role of conversation and discussion, the importance of book selection, the management of guessing, the use of pointing, and a variety of strategies for parents to use when children 'get stuck'.

On page 53 the authors refer to Paired and what they call "Shadowed" reading. Although it is not stated, the implication seems to be that these techniques are considered more suitable for parents where the standard generalised CAPER approach is felt unlikely to work successfully. The description given here of the methods does not, contrary to the assertion of the authors, follow exactly the original method as devised by Roger Morgan. The contention that: "Paired Reading is arguably expensive in terms of time needed to train individual parents" would not find many supporters in Kirklees. Likewise, the "warnings" that: "the more specialised the technique, the stronger will be the message given to the parents that there is something essentially mysterious about helping with reading" is equally controversial if referring to Paired Reading. A very brief check list for parents using Paired Reading is provided.

Activity Sheets are provided for use during follow-up parent workshops, and various suggestions given for home activities. Many of these seem to be drifting increasingly into using parents as quasi-teachers to take children through activities which are very similar to classroom work. While many children will have great fun with these activities, there is a clear risk here of making home more like school, instead of making school more like home.

There is a useful chapter on CAPER with nursery and reception age children, which includes a model talk for parents of 3 to 5 year olds. This is followed by a series of suggestions for news letters and reminders. A brief section on the evaluation of CAPER projects deals with the area very briefly and superficially. There are a number of Appendices, including samples of reading diaries, reminders about sources of books, 'self-test quizzes' for parents, parental questionnaires, and scales to estimate children's attitudes to reading.

The authors conclude: "this is the only book we know of that gives down to earth and practical guidance on initiating and maintaining a parental involvement scheme in reading." This is misleading, since Branston's and Provis's book is certainly not the only one. However, it is the best practical guide that this reviewer has seen so far. The book has brief chapters that are very easy to read, the text is clearly laid out, and the book is very well illustrated with splendid graphics and amusing cartoons. It contains a host of materials which would be very useful for teachers. This book should certainly prompt teachers to be creative, as well as being supportive to those whose imagination in the area of parental involvement has been inhibited by lack of confidence. At £5.95 it is very reasonably priced in relation to the quality of its production, despite its relative brevity.

REVIEW

Partnership with Parents in Reading by Wendy Bloom

London: Hodder and Stoughton Paperback, 135 pages £4.95

Wendy Bloom is a Lecturer at a college in outer London. She has written a kaleidoscopic book, full of fragments of practical experience and quotations from higher authorities. Much of this book will already be very familiar to teachers with experience in parental involvement in reading, and one assumes that the book is targeted on those who are as yet relatively naive in this area.

The first chapter gives a brief historical perspective, dwelling particularly on Haringey, Belfield and Hackney. The second chapter concerns itself with the role of parents in language development prior to school entry. Chapter three is more practical, and refers to a number of the usual planning considerations. A home reading project in six first schools is described on a case study basis in chapter four. The Young Group reading test was used for norm-referenced evaluation purposes. The gains of the project children were significantly greater than the gains of a group of children whose parents had chosen not to participate, but when the project group was compared with a control group who had not been invited to participate, no significant difference was found. Given the use of an instrument as primitive as the Young Group tests with children of this age, the uninspiring nature of these results is hardly surprising. As is usual, subjective evaluation yielded

much more positive results. The evaluation included interviews with head teachers and class teachers in the project schools.

Chapter five describes follow-on work in the Middle school fed by the first schools. The Middle school had a multicultural flavour. The home reading and learning scheme involved all 65 first year children. This scheme used a variety of activities, including reading to and with a parent, but extending to spelling tasks, Cloze exercises, tape-text packages, and a variety of work sheets. Home visits were incorporated. Evaluation was purely subjective, and naturally the results were positive.

Chapter 6 briefly discusses models of the reading process, and addresses itself to how parents can help children with difficulties. At this point Paired Reading is mentioned, perpetuating the ancient myth that P.R. is a "remedial" technique. The description given of the technique is lacking in clarity.

Chapter seven deals with the involvement of parents in reading on the school premises, and draws heavily on the work of Barry Stierer. Three case studies involving different ways of involving parents in the classroom are presented in Chapter 8. The first of these is presented in fairly loose descriptive terms. The second relates to the well known Foxhill Reading Workshop scheme. The third case study describes the involvement of parents as authors. Parents wrote stories for their own children which were subsequently 'published' and shared within the school. Many of these books were in ethnic languages. Editing and illustration was also a cooperative family task.

The ninth chapter concerns itself with "preparation for partnership with parents", is of a more practical flavour, and includes a check list of planning points to consider when organising a home reading scheme. The author goes on to consider the sort of input on involving parents in their children's reading which should and could be a part of pre-service training for teachers. This latter is certainly a neglected area.

This book will provide useful background reading for those teachers to whom the idea of involving parents in children's reading is new. In many areas of the United Kingdom, such teachers are in the minority. More experienced teachers will perceive this book as a rather fragmentary effort which contributes little that is new to the literature in the area.

Neale Analysis of Reading Ability

Those readers who got all enthusiastic about the arrival of the New Macmillan Reading Analysis, only to be disappointed when they actually tried using it, will be interested to note that the Neale test has been revised and restandardised in Australia by Marie Neale.

Unfortunately, the new Australian norms are not applicable to the U.K. However, N.F.E.R. are seriously considering a British re-standardisation, and 1988 is being discussed as a possibility for publication of a U.K. revision.

PEER TUTORING AT COLNE VALLEY HIGH SCHOOL

Andy Lee reports on the extension and development of the well known work using Peer Tutored Paired Reading at Colne Valley High. Subsequent to the original project which was developed by the Compensatory Department, the English Department became very involved. During the Autumn Term 1986, a total of 90 pupils were involved in three projects.

Two projects for first year pupils operated in the first half of the Autumn term, while a project for second year pupils operated in the second half of the term. Tutoring occured in mixed ability age peer groups, three times each week during double periods of English. Overall, four members of the English Department staff were involved. Each reading session lasted for about 15 minutes.

The Library Services were able to supply 300 books, and many others were made available from school stock. The books supplied were kept permanently available in form rooms. There was much emphasis on tutorial pair self-selection, and on reading for pleasure.

Teachers and pupils alike have responded positively to the experiment. The children very much enjoyed the social aspect of the exercise, and were keen to carry on after the initial project period. The Paired Reading technique seemed to work well on the whole, despite the fact that some Pairs were virtually equal in reading ability. An interesting development is that some of the children have spontaneously used the technique during other subject lessons, for example history. This kind of spontaneous generalisation is extremely encouraging for the teachers involved. It seems very likely that this kind of project holds considerable promise, and will be repeated in this school and elsewhere in the future.

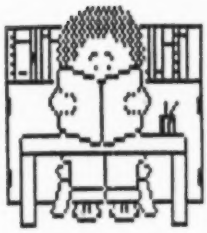
PAIRED READING BY ANY OTHER NAME

The recent flood of correspondence from the United States has included letters stating that Paired Reading has great similarities to a number of other techniques which have been used for some years in North America. Mention has been made of "The Lap Method", "Shadow Reading", "Reading-While-Listening (R.W.L.)", and "Duet Reading". Unfortunately, none of the correspondence referring to these techniques gave sufficient details to enable any analysis of similarities or differences with respect to P.R. to be carried out.

With respect to other techniques mentioned in correspondence, however, further details are available. The first of these is known as the "Bicycle Seat Method", and Trudie Engel who is a remedial reading teacher in Pennsylvania has written giving details of an approach she has developed and named (see next page). The "Bicycle Seat Method" revolves round the strategy of parent and child reading alternate sections of text. Readability is controlled, and there is no mention of Reading Together. There are certainly a number of marked differences from P.R. Further details may be available from Trudie Engel, 136 Ridge Avenue, State College, P.A. 16803, U.S.A.

"THE BICYLE SEAT"

Helping Children Become Independent Readers



Reading is a complicated skill. A good reader has to do many things all at the same time.

It's a little like riding a bicycle. When you learn to ride a bike you have to be able to pedal, steer, and keep your balance, all at once. And you have to keep going fast enough so you don't fall off.

When you are learning to read, you have to know letters, sounds, words, and the meaning of words -- all at once. And you have to keep going fast enough so don't lose track of what the story means.

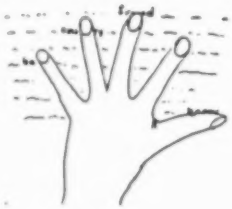
If you are helping someone learn how to ride a bike, you hold on to the bicycle seat and run along side until the rider knows how to pedal, steer, and balance. When she is going fast enough, you can let go.

It's the same when you are helping someone become an independent reader. You read along with the child until she has the skill and speed it takes to do it alone.

Here's how to help:

(1) Have the child choose a book.

(2) Make sure the book is not too hard. Give the five finger test. Have the child put a hand on a page. Lift up each finger and see if she knows the words underneath. If she misses more than one word, get an easier book.



(3) You read the first page of the story. Have the child put her finger under each word as you read it. She should be seeing, hearing, and touching the words all at the same time.

(4) Have the child read a page. If she gets stuck on a word, you say it.

(5) Next, have the child read a paragraph silently. Have her keep on touching the words. Again, if she has trouble with a word, you say it.

(6) Repeat steps 3, 4, and 5. You read a page, the child reads a page aloud, the child reads silently. Every once in a while, have her tell you a bit about the story. Make sure she understands what she is reading.

Copyright
Trudie Engel
1986

As reading improves, let the child read more of the story silently. Go from one paragraph of silent reading to a whole page, from one page to two, from two to three until the she is doing most of the reading by herself.

Then you can let go of the bicycle seat and watch the child go wobbling off on her own.

Congratulations! You've just helped someone become an independent reader.

Another method which is much more widely known in the U.S.A. is the "Neurological Impress Method (N.I.M.)". This technique was invented and developed by Dr. Rodamon G. Heckelman. The idea of the method originated in the late 1950's, and in 1962 Heckelman produced "A Neurological Impress Method of Reading Instruction", published in Merced, California by the Merced County Schools Office.

The NIM is intended to be a remedial reading method wherein the student and the instructor read aloud together in unison. The instructor leads the reading while a finger is slid along under the words of the sentence being read. The finger must be precisely located by the word currently being read. The instructor sits a little behind the student and speaks directly into the right ear of the learner. There is no correction procedure and no corrections are made during or after the reading session. The method is intended to be multi-sensory and also furnish the student with a model of correct reading. Heckelman postulates complicated theoretical neurological underpinnings for the effectiveness of this method, but also more realistically notes that an increased exposure to many words, the absence of failure and the closeness of the one-to-one relationship contribute to effectiveness. Strangely, Heckelman argues that NIM is least effective with students with delayed speach or language.

The NIM thus includes Reading Together, but lacks any correction procedure, any independent reading on the part of the student, any mention of praise and discussion, and other elements which we have come to regard as integral to the Paired Reading technique.

A recent paper by Heckelman is "NIM Revisited", published in Academic Therapy, Volume 21, part 4, pages 411 to 420, March 1986. If you encounter other reports on this technique, be careful, as the Method seems to have suffered considerable distortion in transmission, and some other articles give versions of the procedure which are barely recognisable from the original.

There are a number of reports of experimental evaluations of the NIM, which have appeared in such locations as Contemporary Education, The Reading Teacher, and Academic Therapy Quarterly. However, the volume of literature available on this method does not suggest that it is being very widely adopted. Subsequently, Heckelman went on to devise "Presenting Techniques", to be associated with the main Method for children with severe learning difficulties . In 1965, an adaptation of NIM was developed by William Jordan and named "Prime-O-Tec". This coupled audio visual input to the original multi-sensory approach, and learners used teacher-made pre-recorded tapes and headphones. Students were instructed to listen to the tape, follow the print with their finger, and finally read along with the tape. The listening, seeing, saying and touching all had to be in unison. Subsequently the Prime-O-Tec strategy was utilised with adults with reading difficulties. This work is reported by Valerie Mayer in the Journal of Reading in March 1982, pages 512 - 515, under the title "Prime-O-Tec: a successful strategy for adult disabled readers."

The Kirklees Paired Reading Project is continuing to gather information on these associated New World techniques, and further details will be available in due course. We hope to include a contributed feature article from the U.S.A. in the next Bulletin, which will cover many of the above techniques, but particularly "Reading-While-Listening".

CUED SPELLING

Cued Spelling is a technique for non-professional tutoring in spelling. It has many of the elements of Paired Reading, but also incorporates many features of Precision Teaching, Direct Instruction and "Look-Cover-Write-Check" strategies. As with P.R., the intention is to raise pupil motivation by focussing on high interest, pupil-selected words.

The technique has ten steps which are to be applied to each word, a Fluency Check at the end of each tutoring session, and a Mastery Review at the end of each week. Although the technique deals with words in isolation, the intention is to raise spelling of chosen words to high automatic rates, and thereby promote generalisation into free writing. The process of selecting "Cues " is intended to develop word analysis skills by successful practice, which should promote generalisation to improved spelling of other words.

Cued Spelling comes in a simple package, incorporating a Cued Spelling Diary, instructions for the tutor, and instructions for the tutee of a lower readability level. Other materials required are merely scrap paper and a writing implement, and possibly a dictionary if the spelling ability of the tutor is not too good. The technique is designed to be used with at least five-ten words per day for at least three days of the week. Applicability to the age range from 7 years to adulthood is intended. As with P.R., Cued Spelling is intended to be failure free, and frequency and circumstances for praise are carefully inbuilt. Another similarity is that Cued Spelling incorporates a non-verbal signal, known as the "Leapfrog Signal".

The technique is currently in use with a number of individual pupils with spelling difficulties wihtin Kirklees, and will be trialled with larger groups of children as the opportunity presents. It has already been used with a large group of children in another Authority. It is obviously important that its effectiveness is carefully evaluated. An element of automatic criterion-referenced evaluation is inherent in the technique, as the "Mastery Review". The pupil's retention of these words in isolation could be checked at short and long term follow-up, as could the correct usage of such words in the context of free writing. A standardised spelling test could be used to check whether experimental groups' use of the technique had promoted generalisation of improved spelling onto other words.

Spelling is a relatively obscure and unappealing area of the curriculum. It requires an extremely creative and gifted teacher to impart the skills of spelling while still making it seem like fun. In Cued Spelling, delivered via parent tuition or peer tuition, we may have a vehicle for improving spelling without tears. Information about and materials for Cued Spelling are available from the Paired Reading Project in Kirklees, and are released free of charge , on condition that the intending user evaluates the effectiveness of the technique and reports back to the Project any positive or negative results.

PAIRED READING WITH RECEPTION INFANTS

Although originally conceived mainly for Junior aged children, Paired Reading has long since become widespread in Infant Schools and Departments. Here, the favourite option is to target P.R. on the Top Infant year group, where children are at their most receptive in terms of reading development and there is still plenty of naturalistic contact with parents. A great number of highly successful top infant projects have now operated in Kirklees.

However, the more adventurous among the teaching profession have begun to extend the Paired Reading approach downwards through the Infant age-range. Thus in 1984 there was one middle infant P.R. project, in 1985 there were two middle infant projects, in 1986 there were three middle infant projects, and in 1987 there are already four in operation at the time of writing. An expansion in the use of the technique with younger children is clearly indicated.

Nor has the development stopped with the Middle Infants. 1986 saw the development of three separate projects with Reception Infant Children. Some of these were in catchment areas of relatively high socio-economic status, where some of the children even in reception infants already possessed incipient reading skills. Nevertheless, P.R. certainly seems to be a viable option in some circumstances.

Indeed, as the aspect of Reading Together offers a naturalistic bridge between reading stories to children and "hearing them" read, it seems logical to move at least this aspect of the technique down through the school to make it available to parents of younger and younger children. From other parts of the country, the use of "Shared Reading" (meaning reading together with no correction procedure) is fairly widely reported. This approach has been introduced to a number of Nursery schools and departments.

Clearly, when "training" parents of such young children, the Reading Together aspect of P.R. needs much greater emphasis, although it is worthwhile briefly mentioning Reading Alone so that the parents have a grasp of a follow-on method. Equally, with such young children the importance of conversation and discussion must be given even more weight in training sessions. The value of praise cannot be under-emphasised at any juncture, and it may be that training parents in merely the aspect of Reading Together will leave them with some mental energy in the practice session to be able to also absorb specific training on praising.

A problem in training of this kind is the availability of a demonstration of the required procedures. Such young children are perhaps less likely to cooperate when being used for a live demonstration, and live role play between adults is likely to have a heightened aura of unreality. The existing Kirklees training video does not include any footage of children so young. However, some new video was recently shot during the course of a project for Reception Infant children at Scholes First School, near Cleckheaton, and this has proved extremely useful in subsequent projects. Schools should certainly consider producing their own home-grown video, since what it lacks in technical quality will certainly be made up for in terms of local appeal.

PAUSE, PROMPT AND PRAISE

Many readers will be aware that P.P.P. is another well-structured technique for accelerating reading skills by parent or peer tuition. It was invented in New Zealand, but is now being disseminated in the U.K. by the Centre for Child Study, Dept. of Educational Psychology, Faculty of Education, University of Birmingham, P.O. Box 363, Birmingham B15 2TT (tel. 021 472 1301 ext 2296). A training video and and booklet are now available, price £35 + £1 p&p and £3.95 + 25p p&p respectively. The video has three sections:- an introduction, a training programme, and a section dealing with maintenance, feedback and follow-up procedures. This pack will be reviewed in the next issue of the Paired Reading Bulletin. Readers should note that the Centre for Child Study feels that P.P.P. is only intended for low progress readers.

THE RYEDALE ADULT LITERACY PAIRED READING TRAINING PACK

Contents

(1) News Release

(2) Pamphlet: Paired Reading - HOW TO DO IT

(3) Flowchart: Paired Reading Procedure

(4) Pamphlet: Paired Reading for Adults with Literacy Problems

(5) Pamphlet: The Ryedale Adult Literacy Paired Reading Project

(6) Teaching Notes (for use with training tape)

(7) VHS Videotape: Paired Reading Training (1 hour)

(8) Tutor Evaluative Checklist

(9) Tutee Evaluative Checklist

Information about the much more extensive Paired Reading Training Pack for children is also included.

All items copyright (c) 1986

Cost = £10.70 plus £1.00 postage Total = £11.70

Further copies of items 2, 3, 8 and 9 may be purchased separately in quantity, in which case postage is charged at cost.

Do not send payment with order. Your order will be despatched with an invoice for subsequent payment. Write your name (with initials) and address clearly on the order, and the name and address to which the invoice should be directed if different, and any additional instructions. Orders from outside Western Europe should specify surface or air mail.

Send your order to: The Paired Reading Project
Directorate of Educational Services
Oldgate House
Huddersfield HD1 6QW
West Yorkshire
England
(Tel. 0484 537399 ext 291)

Please note that the video is VHS PAL standard, suitable for use in Western Europe (except France and Greece), the Indian subcontinent, China, much of South-East Asia, Australia and New Zealand, and much of East and South Africa. NTSC and SECAM transfers of this training video to use in other countries are not available from the Project at the moment. Purchasers of PAL standard tapes may arrange for single transfer copies to be made in their own country.

DUAL LANGUAGE BOOKS

Teachers who have been involved in projects in schools with significant non-English speaking minorities will be familiar with the problems of finding suitable tutors for children whose parents read (and in some cases speak) no English, and who have no elder brothers and sisters at home who have been through the English educational system. Some schools resolve these problems by organising tuition for such children via volunteer parent, other adult para-professional or peer tutors in school. Other workers have striven to maintain a home-school link in difficult circumstances by ingenious devices such as having an adult read a child's chosen story onto an audio-tape, which the child takes home to "Read Together" with, while the uncomprehending parent gives general support and approval.

With the growth in availability of dual language texts for children, variations on this theme may become possible for those families where the parents are able to read their own first language. As part of a parental involvement in reading project, children could take home carefully graded dual-language texts which the children could read to parents with a very low error rate, while the parent followed the alternative text. Alternatively, children could select from a variety of dual language texts of a wider range of readability, and in families where some English was spoken but not read, the parent could supply at least a semantic equivalent for any error words. In either event, a great deal of emphasis would undoubtedly be placed by the school on the value of discussion about the meaning of the pictures and dual texts in combination, in order that parent and child arrive at a consistent joint understanding of each page.

Of course, this still leaves children whose parents cannot read their own first (ethnic minority) language out in the cold. In these circumstances, the afore-mentioned tape-text system may prove to be the only possibility. However, if this sytem is used in conjunction with a dual language text, the interesting possibility arises of the parent learning to read one or both languages in conjunction with, or even from, the child. A situation can also be visualised in which a child with some small competence in speaking and reading English might learn to read the first (ethnic) language of their parents via a home-school reading scheme utilising dual texts.

A number of publishers now have dual language texts on offer. Contact:-

Mantra Publishing Ltd, 178 Church Crescent, London N10 3NA,
Telephone 01 444 0341.

Tiger Books Ltd, 18 Thirlmere Avenue, Perivale, Middlesex UB6 8EF.

Luzac Publishing Ltd. produce the "Luzac Story Tellers Series" at £2.55 each.

Dual Language editions of the "Spot" books by Eric Hill are available from Heinemann Children's Books and Baker Book Services.

Edward Arnold produce "The Mango Tree and Other Tales of Greed" by Eve Gregory and Dorothy Penman.

Cambridge University Press produce "Amul Dairy" by Joan Griffiths.

All of these texts combine English with at least 1 other from Urdu, Bengali, Gujerati or Punjabi

The Minority Ethnic Group Support Service, 103 Preston New Road, Blackburn, Lancashire BD2 6BJ have available a package of materials to supplement the "Link Up" reading series. 12 books and a set of flip-over picture books are available.

Dual language texts in Chinese, titled "How the Turnip Came Back", is available from the Guanghwa Company, 7-9 Newport Place, London, WC2. Telephone 01 437 3737.

A recently revised edition of a most useful bibliography to this area is available from the Library Association Youth Libraries Group at £5.00. Edited by Judith Elkin and Vivien Griffiths, this essential reference work is entitled "Multi-Racial Books for the Classroom", now in its fourth edition, with ISBN number 0 946 58102 9. An annotated list of dual language books is also believed to be in preparation, to be published by Baker Books Services.

Dual-language books and cassettes are available from Side by Side, 90 Palatine Road, Stoke Newington, London N16 8SY. One side of the book and the tape is in English, the other side is in Urdu, Gujerati, Bengali or Turkish.

Kishalay Publishers, 86 Belgrade Road, London N16 8DH have available a series of books in English/Bengali.

Harmony Publishing have books in various languages, including some with audio cassette. Telephone 01 278 4660.

Suhada Press (telephone 01 942 7497) also publish books in several languages.

Franklin Watts publishers have books in various languages, including Urdu, dealing with a visit to the Library and to the doctor, among other topics.

SINGLE LANGUAGE TAPE-TEXT PACKS

The availability of audio-cassette and story book combinations continues to increase. These may be very worthwhile for some children in the context of 'do-it-yourself' Paired Reading. The 'Puddle Lane' series is now supported by a number of audio-cassettes available from Pickwick at £1.99. Although these books are suitable by virtue of their structure for Paired Reading, other more exiting and ambitious literature is also available in text-tape format.

Always a great favourite with children, "Revolting Rhymes" and "Dirty Beasts" by Roald Dahl are now available on cassette from Tempo at £1.99. "The Giraffe and The Peli and Me" is also available, read by the author himself.

Cassettes of "Tin-Tin" are available from Listen Productions at £4.25 - there are six titles.

Audio Learning produce a range of cassettes which come with easy-to-read paperbacks, including "The Wizard of Oz" and "The Railway Children".

Miss Cackle's Academy for Young Witches features in "A Bad Spell for the Worst Witch", available from 'Cover to Cover' at £2.99. Other offerings include "Super What-a-Mess", which constitutes an hour of Frank Muir reading six stories about his Afghan dog with a prediliction for catastrophy. These are available from Tellastory at £2.99.

For Asterix fans, William Rushton reads two hours of Asterix the Gladiator on two cassettes produced by L.f.P. at £5.25. "The Adventures of Robin Hood" are similarly available.

"Scenes from Watership Down" is available from Conifer at £2.99 and the same company have a full version of the book available at £5.99. "The Hobbit" is similarly available.

Cover to Cover Cassettes Limited may be found at Dene House, Lockeridge, Marlborough SN8 4AQ. Chivers Audio Books are produced by Chivers Press Publishers, Windsor Bridge Road, Bath, Avon DA2 3AX. Listen Productions Limited operate from 9 Biscay Road, London W6 8JW.